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ABSTRACT

The Scottish Road Safety Campaign and the Road Safety Council of Wales have made a large investment in theater tours as a method of providing road safety education. This study aimed to evaluate the effectiveness of a road safety message delivered by a theater group, Road Safety Officers (RSOs), or, teachers for pupils in upper secondary classes. Five schools were the primary focus of the study. Evaluation was based on three criteria: imparting factual information; raising pupil's awareness of road safety issues; and changing their attitudes on drinking and driving. Certain key areas in students' knowledge were influenced by the presentations. After the presentations students were more likely to: acknowledge they could not reduce the amount of alcohol already in their bloodstream by, for example, drinking hot coffee; agree that a zero alcohol limit should be enforced; and agree that the drinking and driving message was relevant for them irrespective of age or circumstance. Students expressed a clear preference for the theater presentation. Several feedback points were included. The impact of using Welsh language as a medium was examined. Implications for content, method of future teaching and learning related to drinking and driving were reviewed. Contains 41 references and extensive appendices and tables. (JBJ)

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The Scottish Council
for Research in Education

The Use of Theatre Tours in Road Safety Education

Drinking, Driving and Young People

Janet Powney
Peter Glissov
Stuart Hall

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Janet Powney
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We hope that this report and its dissemination will contribute in its own way to the road safety education of young people.

Summary

The Scottish Council for Research in Education (SCRE), assisted by the University of Wales at Aberystwyth, conducted a nine-month evaluation study of the use of theatre tours in road safety education in secondary schools between July 1994 and March 1995. The research was commissioned by the Scottish Office and the Welsh Office, in conjunction with the Scottish Road Safety Campaign (SRSC) and the Road Safety Council of Wales (RoSCoW).

■ Aim and methods

The study aimed to evaluate the effectiveness for pupils in upper secondary classes of a road safety message delivered by:

- a theatre group
- Road Safety Officers (RSOs), in this case uniformed police constables or
- teachers

The relative effectiveness of the three modes of delivery was evaluated in terms of three criteria: imparting factual information, raising pupils' awareness of road safety issues, and changing their attitudes to drinking and driving.

Evidence was collected through the use of both qualitative and quantitative techniques.

The primary focus was on 5 study schools: 2 in Scotland and 3 in Wales, including a Welsh medium school where the research was conducted in Welsh. In these 5 schools, researchers conducted interviews with the presenters and discussions with groups of pupils who had experienced one of the modes of presentation. Further discussions with pupils were conducted three months later, in order to assess the longer-term impact of the road safety message.

In addition, a questionnaire survey was conducted in the 5 study schools and in a further 4 schools, 2 schools in each country. The 9 schools were selected from both urban and rural areas and reflect a range of socio-economic backgrounds.

■ Findings

Enhancing knowledge and changing attitudes

In certain key areas students' knowledge and attitudes were influenced by the road safety presentations. After the presentations students were:

- more likely to acknowledge that they could not reduce the amount of alcohol in their bloodstream by, for example, drinking hot coffee.
- much more likely to accept that even one drink affects the ability to drive safely.
- more likely to agree that a zero alcohol limit should be enforced and that their attitudes generally had hardened (92% of the student sample had sampled alcohol and 35% said they drank alcohol at least once a week.)

- very likely to agree that the drinking and driving message was relevant for them irrespective of their age or social circumstances.
- against taking lifts in cases where they suspected that the driver had been drinking.
- alert to circumstances that would make decisions more difficult to make, including: lack of personal judgement due to being under the influence of alcohol; peer pressure to go along with the group; and distance involved and no other viable alternative means of transport.

Comparing theatre tours and other approaches

- Students expressed a clear preference for the theatre presentation. Those students who received the play were more likely, than the students receiving the other presentations, to indicate that they found the presentation enjoyable, realistic, hard hitting and that they learned a lot about drinking and driving.
- Almost all the students receiving either the play or a presentation from a Road Safety Officer thought it a better way to learn about the issues than from a teacher.
- Teachers thought the play provided a highly suitable experience for learning about drinking and driving, and more likely to motivate students and influence their future decisions and behaviour.
- Involvement of people from outside the school provides the staff and students with additional relevant resources and experiences.
- The play is seen as particularly effective in recognising and building on the students' experiences outwith the school.
- The logistical arrangements made by schools are very important in maximising the potential of the play and workshop.
- Some boys found the emotional content of the drama difficult to handle.
- Teachers mentioned that the theatre presentation could have beneficial effects for the school and for their relationship with students.

Long-term effects

- It was not possible to attribute any behaviours on the students' part directly to the presentations; there was no correlations between the type of presentation and behaviours such as accepting lifts from drivers who had been drinking. For example, there was no evidence from the survey to suggest that one mode of presentation made students any less likely to accept lifts than the others.
- However, the majority of students said they had 'hardened' their attitudes to drinking and driving as a result of the presentation.
- Gender became an issue; particularly in the teacher and theatre presentations, with students widely acknowledging that there are different social pressures and expectations on women and men in relation to alcohol consumption and associated socialisation.
- The majority of the students' personal experiences of drinking and driving in the period from the presentations had involved a male friend and/or other members of the students' families.

Aspects of a successful theatre tour

Presenters stressed that theatre tours should be seen as part of a planned curriculum/ programme involving several modes of presentation. In this context, the presenters and teachers made the following points:

- The lack of follow-up work was described by teachers as being, in the main, due to priorities outwith their influence, especially time pressures from examined subjects.
- On the whole there was consensus between the teachers and actors/RSOs about the purpose of the chosen medium, with teachers particularly enthused by the play.
- Inter-agency liaison is essential; and facilitates consistency between presentations. Joint planning did take place, but the evidence suggests that this was minimal.
- Teachers welcome the input from outsiders which can act as an inspiration or catalyst in some cases.
- The presentation features considered important for learning included: the power to stimulate and motivate; the perceived level of expertise of the presenter; the style of the presenters, eg avoid taking a lecturing stance; in relation to the previous point, the presentation must include an element of debate; perceived level of relevance of the message; and the quality of the materials.

Additional points made by students include:

- Active involvement by students themselves in: discussions, producing their own video or play, a first aid course, and experiments or surveys.
- Most students preferred somebody from outside school to deliver the message especially when conducting discussions (some students did not feel free to speak in the presence of teachers). This might include people who had first hand experience of the consequences of drinking and driving, eg victims, para-medics, and in a few cases a convicted driver was mentioned.
- The right time to introduce drinking and driving messages in school is when young people start drinking and/or experimenting with alcohol.
- Most of the ideas about appropriate materials suggested by the students were related to the presentations they had received. The only new item was the use of CD-ROM.

■ Welsh language issues

Overall the evidence in the Welsh medium school was not different in substance from the other schools. Although the play was in English, students and teachers were as enthusiastic about the performance as those in English medium schools. In addition the following points are salient:

- Having Welsh language presentations and materials available is important in helping to preserve the ethos of Welsh medium schools.
- The cost of producing materials in both the English and Welsh languages means that materials are often only produced in English.
- Welsh materials produced on a smaller budget can affect the quality of the materials which in turn may lead to pupils equating quality with English presentations.
- Students in the Welsh medium school expressed a preference for the Welsh medium but recognised that the message was more important than the medium.

Implications

This evaluation has implications for the content, method and resourcing of future teaching and learning related to drinking and driving:

Content

- The content of programmes on drinking and driving has to be realistic and relevant even if this means confronting unpleasant and hard hitting issues.
- Moreover, there should be agreement between those contributing from within and outside the school about the knowledge and message to be conveyed.
- Decisions about drinking and driving are made in social contexts and it is therefore important to help young people to develop effective strategies for making decisions.
- Road safety and drinking are relevant to many areas of the curriculum. Schools need assistance to plan to effectively capitalise on the issues.

Methods of teaching and learning

- Students think that the right time to introduce drinking and driving issues is when young people start drinking and experimenting with alcohol.
- Any method must take account of the complexity of decision making concerning drinking and driving and offer sufficient opportunities for young people to acknowledge and discuss the various factors involved as well as provide them with accurate information about the effects of alcohol on driving competence.
- Students endorsed the combination of the play and workshop as a powerful means of learning about drinking and driving and would supplement it with additional opportunities for active learning (such as producing their own play or video) and with further opportunities to engage outside, credible experts.
- Theatre tours should not be seen as an alternative mode of learning, but as a complementary part of a package. A part, we suggest, that is particularly suited for dealing with the complexity of raising awareness, debating issues, and coming to terms with social pressures and alternative behaviours.

Resource issues

- How can more students benefit from the experience? Schools were not required to contribute to the cost of either the theatre tour or RSO and therefore benefited from these additional resources. They were most appreciative of the high quality input from the theatre group. While a figure can be put on the cost of the tour, it is not possible to calculate the cost in human life of not having initiatives such as this play.
- It is a waste of expenditure if theatre tours or RSO visits are not integrated with the rest of the curriculum. It would be better value for money if presentations were integrated with other activities and if all the school staff concerned with the students are well informed so they can develop work in their own subject area using the messages from the play. It would then not require additional curriculum activity outside the examination rubric but could be embedded within normal work to meet curriculum objectives.

- Resources therefore also need to be allocated to planning activities in advance and organising materials and effective follow-up support and the hidden costs of inter-agency work.
- It is outwith the remit of this study to investigate the resource implications of road safety education. Whilst the costs of a theatre tour is comparatively visible, any resource assessment should take into consideration the potential costs which could be incurred by drivers who have not experienced a road safety education programme about the effects of drinking.

We learn most effectively when we are engaged in or involved with an activity. Theatre can entice and hold an audience's attention in ways that probably no other medium can - but only if the theatrical presentation has good quality acting and production.

In addition to those aspects already mentioned there are a host of other contexts that could be considered; society cannot wash its hands of the collective responsibility for the context in which young people learn about the issues.

Changes in attitudes are fostered through a multitude of experiences. For example, the prevalence of alcohol consumption in our culture, and the implicit acceptance of under age drinking that students spoke about, cannot be ignored as an important influence which is conveyed by custom as well as by the advertising media. It is a huge task for road safety education in schools to provide a counterbalance but drama is shown to make a strong contribution to this task.

1 The evaluation

Introduction

The Scottish Road Safety Campaign and the Road Safety Council of Wales have made a large investment in theatre tours as a method of providing road safety education. Evaluations of the content, such as that carried out in Wales after the October 1992 tour, show that secondary students are fairly well informed about the effects of drinking and driving and that the play *Too Much Punch for Judy* consolidated students' attitudes about the irresponsibility of driving after drinking alcohol. However the Scottish Office and the Welsh Office decided to commission a more substantial evaluation aimed at students' and other participant reactions to the concept of theatre as a learning medium in road safety. This report describes the background to the study, the research approach and findings and discusses the implications of the study. This introductory chapter sets a brief background to the study, summarises the aims and main research questions of the evaluation and concludes with a list of those involved in the study.

Background

There is a continuing need for road safety education in Scotland and Wales. Provisional figures reported in Hansard (4.5.93) show that more than 3,600 children under the age of 15 were injured in road accidents in Scotland in 1993, 39 of them fatally. Aware of the disproportionately high Scottish road accident record compared with the rest of the UK, the Scottish Road Safety Campaign (SRSC) has established a number of education and awareness raising activities including theatre tours. Similarly the Welsh Office has provided resources for the Road Safety Council of Wales (RoSCoW) for road safety education, training and publicity. There were more than 2,300 child road casualties under 16 in 1993 in Wales, nearly a thousand of these were in car accidents and of whom 27 were killed or seriously injured.

Road safety education should provide individuals with the necessary knowledge and encourage attitudes and behaviour patterns which lower the probability of their becoming accident victims and causing an accident likely to harm themselves and others. This evaluation is primarily concerned with the latter.

The consumption of alcohol is incompatible with high levels of safety in driving. By the time young people are old enough to hold a driving licence, many of them will be used to drinking alcohol. In 1992 a survey of drinking habits of secondary children in Britain indicated that 14% of children (under the age of 16) in Scottish secondary schools had had an alcoholic drink in the week before being interviewed; in Wales the proportion was higher at 23%. Most of these young people had drunk beer, lager or cider. The report (Central Statistical Office 1994) indicates that the Scottish students drank more than the Welsh or English – 8.2 units compared with an average of 7 and 6 units respectively.

As one means of counteracting the dangers of young people drinking and driving SRSC and the RoSCoW have used theatre tours as a means of providing road safety programmes in schools directed at young people before they can legally drive or purchase alcohol, ie 14-16 year olds.

Learning through theatre

Drama is a well tried learning/teaching device. Dorothy Heathcote shifted the educational world's interest to drama as a precise teaching tool. (Johnson and O'Neill 1984). Her focus was not to use facts but to look at the issues, principles, implications, consequences and responsibilities behind the facts. Her drama work incorporated children's existing personal knowledge. Evidence from the USA suggests that there are excellent primary reasons for using arts, especially drama, as an alternative to more traditional sessions dominated by teacher talk. The Harvard cognitive psychologist Howard Gardner (1983) suggests that subject matter in any content area can be taught through the arts and cites evidence from the USA of drama contributing to students' problem solving skills, behaviour changes, enhancing their self esteem, helping to develop language and moral reasoning skills and to change attitudes. However, according to Professor Jack Carr, Emeritus Professor at the Kennedy Center, Washington, little of the US evidence is directly related to drama and road safety and most studies focus on students participating in drama rather than 'receiving' a play. (Personal communication). Similarly the work of Thomson *et al* (1992) at the Universities of Strathclyde and Edinburgh is concerned with practical involvement (such as simulation or roadside training for very young students) rather than classroom based techniques or being an audience for a play.

However, the situation was rather different in this evaluation: the students were much older than those studied by Thomson and colleagues; the play *Too Much Punch for Judy* is, moreover, concerned with a message which cannot easily be simulated – namely that drinking is incompatible with safe driving; and finally students did not have a major participative role in the drama. This evaluation therefore makes a unique contribution to research about the use of drama in education and in road safety education in particular.

Meaningful learning takes place when it is consolidated over time and is related to, and assimilated into, existing cognitive structures. These fairly commonplace psychological assumptions imply that the incorporation of theatre tours can be more useful if they build on learners' existing knowledge and experience and are also integrated into students' other work in school. Being aware of this, SRSC and RoSCoW have constructed teachers' packs which provide suggestions for complementing and extending the ideas presented in the plays. The teaching packs offer a range of activities associated with subjects across the curriculum. The extent to which these are pursued may well be associated with any long term gains associated with the play or with other forms of initial presentation such as by a road safety officer. Some of these activities, which include the role play, debates and various kinds of project and written work, may be perceived by students and teachers as more effective than others.

The dramatic approach could be viewed as being particularly suited to alerting students to the fact that there might be a problem. Without raising the young people's awareness of the need to know (motivation) and respond to facts, any subsequent teaching programme would be less effective. However, evidence from a survey carried out before and after a 1992 Welsh tour of the play *Too Much Punch for Judy* suggested the majority of the 7,000 students who responded were already aware of the dangers of drinking and driving. Seeing the play increased the percentage of respondents who realised that drinking – even a couple of beers – could be a real problem. However, 30% of students still thought that many people, who were quite responsible in other ways could drink a great deal without affecting their driving. This suggests that although the play does have a strong emotional impact, it may not be sufficient for some young people. The role of the teaching packs and supplementary activities are important in consolidating and extending the message of the play and in helping individuals to recognise that the risks affect them.

Methodological issues for the study

The extent to which teachers make use of these ideas and how they use them was an interesting research question as indeed was their role in joint planning and review of theatrical presentations. Drama presentations were followed by workshops led by actors and these provide further opportunities for consolidating learning and the evaluation considered the advantages of such workshops.

This evaluation focused on the play Too Much Punch for Judy as a teaching aid in road safety education. Factors to be taken into account were the context in which the play was presented, the length of the total session and the proportion of time taken up by the drama and other related activities, the role of the teachers, and how change was to be gauged.

There are inevitably gaps between expectations, intent and attitudes on the one hand and actuality, behaviour and outcomes on the other; evaluations are concerned with such discrepancies. In this instance, it was interesting to consider the expectations held by teachers and other adults about the knowledge and (perhaps more importantly) attitudes of older students before seeing the play or having other kinds of inputs about road safety. Another factor to be taken into account was the difficulty in keeping up to date with the various other influences on students' knowledge and attitudes. For example, advertising campaigns designed primarily for adults might also be seen by young people.

What was being evaluated in this project was how viewing a play compared with other forms of teaching and learning about drinking and driving. The intentions were to provide a range of teaching/learning experiences which were fairly comparable across different means of presentation (a play, presentation by a road safety officer or teacher, all with the option of using supplementary materials). In practice students were provided with slightly different experiences depending on their school, their teacher and on a number of other factors – such as timetabling, other curricular activities and so on. The aim of each of these presentations was to have well informed young people highly motivated to avoid drinking alcohol in certain circumstances.

■ Aims and research questions

The aim of this study was to evaluate the theatre tour as a means of educating young people about road safety, and in particular about hazards of drinking and driving. Arising from this general aim were a number of interrelated and overlapping sets of questions relating to what was learned and how, the long term effects of the teaching method and the characteristics of good learning situations.

1 The first group of questions focused on what students learned about road safety from the theatre tour and from parallel means of delivery. However, effectiveness of the theatre tours could not just be measured in amount of imparted knowledge. As suggested in the introductory comments we also looked at how effective it was in raising awareness and perhaps changing attitudes and increasing students' confidence about taking appropriate action.

Were levels of awareness and knowledge enhanced and attitudes shifted by experiencing the play? To what extent did the theatre tour provide new information or convey a new message for students? How did the students expect to use their knowledge about road safety and drinking?

2 The second group of research questions was concerned with examining more closely the various ways of conveying the same message about road safety. Each mode of delivery was subject to other variables (eg timetabling, consistency in presentation) associated with the delivery and follow up of the message.

How did theatre tours compare with other approaches:

- involving experts from outside the school?
- dependent on teachers within a school?

What were the circumstances in which theatre tours were most successful?

3 Whatever the immediate impact of the road safety programme, was there the same long term effect resulting from each of the modes of delivery? Did the methods of presentation make a similar long term impact on girls and boys? Is it possible to identify groups which are particularly responsive or impervious to theatre tours?

4 The tours should be viewed as a component of a whole programme of education which aims to alter people's behaviour when they are out there on the roads. What part did other associated activities play in extending and consolidating the road safety message? Was there evidence of, for example, joint planning by actors/Road Safety Officers and teachers for the preparation and follow up for the play across the curriculum? Was there consensus between teachers and actors/Road Safety Officers about the purpose, relevance and effectiveness of the chosen medium for each group of students? How did schools integrate the road safety message with other aspects of the curriculum?

5 Finally, it was necessary to address more general issues concerned with advantages and disadvantages of a theatre tour. What were the characteristics of the medium which make it an attractive and effective medium for learning? What were its limitations – especially in relation to the message being conveyed and the characteristics of students, schools and neighbourhoods? How could a theatre tour be most usefully complemented or even supplanted by other activities and approaches?

■ Research team

The research was undertaken by a team from The Scottish Council for Research in Education. The project was directed by Janet Powney, and the field work and analysis was undertaken by Peter Glissov, Stuart Hall and Jan Finnigan. The literature review was compiled by Anne Pirrie, and Joan Ballantine was secretary for the project.

An advisory group met on three occasions and provided advice and support throughout the project. Members are listed in Appendix 1.

2 Literature review

Introduction

Evidence from recent statistics suggest that there is an imperative to help young people become more aware of the hazards of using the roads, both as pedestrians and as future drivers (Welsh Office, 1994; Scottish Office, 1994). The following review explores the range of different approaches to road safety education for young people.

We begin by examining measures taken to reduce the number of pedestrian casualties among school-age children. These include perceptual skill training, memorisation of road safety codes and theatre tours. We then examine the hazards facing young motorists and the range of educational strategies adopted to reduce the number of accidents involving young and relatively inexperienced drivers. These include road safety intervention campaigns and theatre tours. The third section outlines the areas in which theatre-in-education has the greatest impact. The next section examines the reasons why theatre-in-education can be such an effective medium for exploring sensitive issues and the preconditions for the effective implementation of a theatre-in-education project. The review concludes with a brief summary of what theatre tours have to offer students, management implications for schools, and the broader issues involved.

Child pedestrian safety

The number of children and young people killed and seriously injured on Scottish and Welsh roads gives grave cause for concern. In 1993 alone, twenty-one pedestrians and six cyclists under the age of 15 were killed on Scotland's roads (Scottish Office 1994). A further 494 young pedestrians and 79 cyclists were seriously injured. Although since 1992 there has been a reduction of 10% and 13% respectively on the number of fatal and serious accidents involving young pedestrians and cyclists, these figures are still unacceptably high. The statistics for Wales also make bleak reading: in 1993, 899 child pedestrians under the age of 15 were injured; of these casualties, 165 were serious or fatal. 762 children of school age (aged 5-15) were injured. The total number of pedestrian casualties in the 16-19 age range was 181 (Welsh Office,1994). A comparison of these last two figures underlines the fact that it is young people below the age of 16 who are at most risk of being killed or injured as pedestrians. In Scotland and Wales, risks at all ages are greater overall than in England given the number of road vehicles and the distances travelled.

Table 2.1 *Comparison of road deaths in Wales, England and Scotland 1992*

	Road deaths per 100,000 population	**Road deaths per 10,000 vehicles**	**Accident rates per 100 million vehicles kilometres on major roads**
Wales	7.6	1.8	38.0
England	7.3	1.6	45.7
Scotland	9.0	2.4	38.0

Source: Welsh Office, 1994.

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Research commissioned by the Scottish Office in 1987 found: that most children in Scotland do not cross the road in the way that they are taught; that the general standard of children's road sense and behaviour is very poor; and that running across the road and not looking for traffic are the most common features in this type of accident (Scottish Office Roads Directorate, 1990). The researchers recommend that adults should accompany children more often, particularly those under the age of seven, and give them kerbside training when they do so. Learning by action is considered to be more effective than rote learning of codes for younger children.

As Thomson (1989a) points out, 'most safety education [for younger children] is based around the Green Cross Code which tries to emphasise the most basic elements of pedestrian road safety as well as giving children a simple strategy for dealing with the road.' (op. cit.). As both Thomson (1989a) and Singh (1984) point out, 'the most common form of traffic education in schools was one or two talks per year by a visiting Police Officer or civilian Road Safety Officer (RSO).' (Singh, 1984). Very little *practical* training is undertaken, and as a result even the most basic road safety messages receive inadequate reinforcement.

More recently, researchers have been advocating an approach where the emphasis is on the development of children's perceptual skills rather than their mastery of simple road-safety strategies (Mehegan and Cross, 1988; Thomson *et al*, 1992; Thomson, 1989b; Pitkethly and Cross, 1991). For example, research conducted at Strathclyde University also showed that five to seven year olds had 'virtually no ability to separate safe from dangerous places [to cross a road]' (Thomson, 1989a). James Thomson and his colleagues also express some reservations about the efficacy of simple rules-of-thumb designed to help children to cross the road safely. They note that 'children have a tendency to apply such rules with great rigidity, refusing to cross if a car is to be seen anywhere at all.' (Thomson, 1989a) The approach favoured by Thomson is one which seeks to develop children's skills in making perceptual judgements about distance, velocity and acceleration of approaching traffic. He points out that such skills 'do not develop in a vacuum and need training for development.' (Thomson, 1989a)

It would thus appear that perceptual skill training in a realistic context is the most effective way of reducing the toll of young pedestrians killed and injured on the roads. However, the 'learning by doing' approach can be effectively complemented by a theatrical production. In their brief discussion of a play on pedestrian road safety aimed at 9-12 year olds (*The Nine Lives of Roddy Hogg*), the Scottish Road Safety Campaign stated that:

> We feel that through theatre we can relate this subject to the children on an emotional level and thereby lessen their chances of becoming a victim in a road traffic accident. (Scottish Road Safety Campaign, 1993)

Theatre can also play a role in getting older children (particularly boys aged between 13 and 16) to reflect upon their own behaviour and the reasons for it. As we have already seen, running across roads without looking is common behaviour among adolescents, especially boys. Theatre may play a role in encouraging them to reflect upon and modify this particularly dangerous aspect of their behaviour. For example, The workshop designed to follow the production of 'The Home Run', first performed in the Mold Alun High School, Mold, Clwyd, Wales in October, 1992 was aimed at getting teenagers to address such issues raised in the play back to their own lives.

Young motorists' safety

In 1992, 3,353 young motorists (aged between 17 and 20) were involved in road accidents in Scotland (statistics supplied by Scottish Office Industry Department Roads Directorate). Breathalyser tests were carried out on 2,576 of these; and 86 positive breathalyser tests were recorded. Alcohol was thus a contributory factor in at least 2.5% of accidents. In Wales the picture is similar with 2,463 motorists between the ages of 17 and 20 involved in road accidents in the same year when 67 positive breathalyser tests were recorded. Alcohol was a contributory factor in 2.7% of road accidents involving young drivers in Wales (statistics supplied by Welsh Office Statistical Directorate).

In 1993, almost 90% of all breath tests in both Scotland and Wales that were positive (or that drivers failed to provide) involved a car driver. Thirty-four percent of all breath tests (or refusals) involved young motorists aged 24 or under. In Wales, six of these tests were from car drivers aged 16 or under, and 43 from young people aged 17-19 (Welsh Office, 1994). In Scotland the equivalent figures were 9 tests from car drivers aged 16 or under, and 52 from young people aged 17-19 (Scottish figures supplied by SOID Transport Statistics). Taking into consideration that the Scottish population is larger these figures are roughly comparable. However, the rate of requesting breath tests of all motorists involved in accidents in Scotland (70%) was considerably higher than that of Wales (42%). (Scottish Office, 1994; Welsh Office, 1994).

Inexperience may be one factor which explains the high accident rate among young drivers. Young drivers drive fewer miles, have more accidents and are in effect at greater risk. Lack of perception of hazards and the inability to assess risk are particularly characteristic of newly-qualified young drivers. Road safety intervention campaigns (such as those discussed at the young drivers' seminar conducted at Perth Agricultural College in February, 1994, see Scottish Road Safety Campaign, 1994) need to develop measures that go some way to compensate for this lack of experience.

But insufficiently developed perceptual skills are only part of the explanation of the unacceptably high number of young motorists involved in road traffic accidents. As we have seen, alcohol was a contributory factor in a small but significant number of road traffic accidents involving young drivers in Scotland and Wales. Drinking and driving is a multifaceted social and personal issue. A decision not to drink and drive is as likely to stem from an individual's ability to deal with peer group pressure as it is from the driver's knowledge of the impact of alcohol on motor skills and perception.

As we shall see in the discussion which follows, theatre tours can play an important role in helping young people to discuss their feelings about such issues and make informed choices about their behaviour on the roads. Theatre can be an effective way of raising young people's awareness of sensitive social issues, such as drinking and driving, and bringing about change in attitudes and behaviour. For example, the workshop designed to follow the production of "The Home Run", first performed in the Mold Alun High School, Mold, Clwyd, Wales in October, 1992 was aimed at getting teenagers to address such questions as "why is it that teenagers often cross the road without looking?" and to relate such issues raised in the play back to their own lives.

What can a theatre-in-education project achieve?

There is a considerable body of research evidence documenting the value of theatre as a mode of education, particularly as regards the treatment of sensitive issues in the field of health education, such as sexuality, HIV/Aids, alcohol and drug abuse, bullying, child abuse and family relationships (cf. Blakey and Pullen, 1991; Borderline Theatre Company, 1993; Boria et al, 1981; Frankham and Stronach, 1990; Gluck, 1991; Gordon, 1990; Harris, 1990; McEwan et al, 1991; Probart, 1989; Wenzel, 1987). The popularity of sexual health issues in theatre-in-education projects is demonstrated by the fact that in 1991 alone, at least fourteen professional theatre companies in England staged dramas about HIV/Aids (McEwan et al, 1991: 155). In Scotland, the Glasgow-based theatre company TAG has taken theatrical productions dealing with such issues as gender, love and sexuality (*As You Like It*) and HIV/Aids (*Sex, Life and Tricky Bits*) into schools. The Borderline Theatre Company, based in Ayr, has toured Scotland with two plays on the subject of bullying (*Chronic Bully Bear and the Hallucionjuicy Jellywobbles* and *Boxing Clever*). The issue of drinking and driving has been tackled in the play which will be the focus of the present evaluation, *Too Much Punch for Judy*. Incidentally, this play has also toured New Zealand since 1991.

It appears from the research that theatrical performances in schools are more effective when they serve to stimulate discussion of sensitive issues such as drinking and driving rather than merely provide students with more information (Blakey and Pullen, 1991; McEwan et al, 1991). On the other hand, Probart (1989) suggests that it may indeed be counterproductive to attempt to impart information on sensitive issues through the medium of drama. He reports that the play *As Is*, designed to increase knowledge of HIV/Aids, may in fact have increased uncertainty about such issues as infection via casual contact. Probart suggests that one possible reason for the relative inefficacy of *As Is* in improving students' knowledge about HIV/Aids may be attributed to the fact that it merely served to increase their levels of anxiety about the issue.

In his account of the Contagious Performance Company's involvement in health education initiatives, Graham Gluck (1991) relates that the Terence Higgins Trust's advice was to avoid 'doom and gloom' when dealing with HIV/Aids-related issues. Warmth, humour, compassion, optimism and honesty were considered to be the desired qualities of a theatrical production on this theme. Raising students' self-esteem, rather than merely adding to their knowledge, was seen as a way of enabling them to make informed choices about personal behaviour.

There is some American evidence that theatre drama can have beneficial effects on young students' motivation and personal development. For example, Gourgey (1984) reported a study based on an improvisational drama programme developed to improve reading achievement and school attitudes in disadvantaged elementary school students in their fifth and sixth year (ages 11-12). Students were given standardised achievement tests and attitudinal scales before and after their participation in the programme. Gourgey found significant improvement in reading achievement and attitudes, especially in self-expression, trust, and acceptance of others. Ingersoll and Kase (1970) also found that creative dramatics had a positive effect on learning. However, the relationship varied depending on year at school, sex and the type of training that the students had received. Their analysis showed that for the older students the effect was less. Also, they found a gender related effect with girls showing improved retention. The technique worked against retention of cognitive material with the boys.

Not only does the evidence suggest that drama can have a beneficial effect on self esteem. It is possible to hypothesise that theatre tours may encourage young people to reflect upon their attitudes to drinking and driving and to view this as yet another area in which it is advisable to resist peer-group pressure.

In their evaluation of *Love Bites*, a health education play on HIV/Aids, Frankham and Stronach (1990) also expressed reservations about a theatrical production as an effective way of providing information. They found that students were disenchanted with being given information which was closely associated, in their minds at least, with school-based sex education.

As mentioned earlier, it appears from the research that theatrical productions on sensitive subjects are more effective in bringing about a shift in students' attitudes to certain issues than in imparting information. In some instances, however, they do prompt students to reflect upon information they have already been given:

> We knew it before, but they [the actors] made us think about it in more detail, it brought things back. (Blakey and Pullen, 1991, p162)

In their evaluation of *Body Talk*, another play on the same subject, McEwan, Bhopal and Patton (1991) found that the play fulfilled its intentions by significantly altering students' attitudes to the health and social issues relating to HIV/Aids: for example, in an attitude survey before the staging of the play, 21% of students agreed with the statement 'people of my age are often pressurised into having sex'. After seeing the play, 43% of the respondents thought that this was the case. Similarly, evidence from a survey carried out before and after a 1992 Welsh tour of *Too Much Punch for Judy* suggested a significant shift in attitude to the issue after seeing the play. Although the majority of the 7,000 students who responded were already aware of the dangers of drinking and driving, after seeing the play they were more likely to believe that even very moderate drinking could be a problem.

Before seeing *Body Talk*, 60% of the students surveyed agreed with the statement 'I do not have to change my lifestyle because of Aids'. After the play, however, this figure fell to 45%. When it came to more specific aspects of sexual behaviour, however, the pre- and post-play figures showed little variance in students' attitude: just under half of the students interviewed intended always to use a condom when asked about their intentions at the pre-play interview stage (43%) and at the post-play interview (47%). Similarly 30% of the 7,000 students surveyed before and after seeing *Too Much Punch for Judy* thought that many people could drink a great deal without it impairing their ability to drive safely. Just as increased anxiety levels may have a detrimental effect on the level of students' knowledge of a sensitive issue, so too may they be associated with the reluctance students express to change specific aspects of their behaviour.

Again American research findings support the beneficial effects of drama in these areas, though they tend to use the technique of improvisational drama. For example, Ridel (1975) documented changes in verbal and non-verbal communication skills, creative thinking, and attitudes toward the art programme. In this context, it is particularly interesting to note that the creative dramatics activities were integrated into an arts programme and directed by a teacher inexperienced in creative dramatics. Analysis of the data concluded that drama can aid in the development of imagination and communication even when taught by a teacher inexperienced in drama. Myers (1983) using an anthropological methodology in a study of classroom interaction during an 8 week improvisational drama course found four variables emerged in the students' ability to create and improvise: cognitive and social development; socio-cultural context; culture of the school and classroom; and the teacher's role.

In sum, then, theatre in education can

- stimulate discussion
- raise students' self-esteem
- help students make informed choices about their lifestyle

What theatre tours cannot achieve, however, is a guarantee of future behaviour.

How can a theatre-in-education project make an impact?

There are several reasons why a theatrical production staged by a group of actors is a suitable medium through which to explore a range of sensitive issues, including drinking and driving. Firstly, the impact of a live performance should not be underestimated. The novelty value of a group of actors coming into school and staging a live performance may rekindle an interest in a particular topic in students jaded by information overload and over-familiarity with other media. In addition, young people can identify with the characters on stage and already familiar messages gain a new impact. Groups of students interviewed in Frankham and Stronach's evaluation of Love Bites compared the play favourably with the school health education input:

> ...with a real situation of a boy and a girl wanting to sleep with each other and she thought he ought to have a test - it's kind of real as opposed to ... a fake sort of health lesson that you have at school... It's a lot better than sitting down and having a lecture about it... Yeah, you just switch off when they say 'right, now we are going to talk about HIV. (Frankham and Stronach, 1990: 31)

As two students interviewed as part of the McEwan et al (1991: 158) evaluation observed:

> When you're watching a video you start to look around and sort of drift off, but [a play] is right in front of you and it's real people; you tend to take more notice.
>
> With the television as well, you're so used to watching it now that it's not real, [but] something like a play, because the people are actually there, it seems more real, I think.

These views were echoed by a teacher interviewed as part of Blakey and Pullen's evaluation (1991: 163): "Video is like TV, which is the norm for these kids. Theatre is an **event**!"

It is interesting, however, that the Contagious Performance Company (reported in Gluck, 1991) used televisual techniques in their theatrical productions. They used the form of the television game show (entitled *Run the Risk*) to explore a variety of risk behaviours, including the transmission of HIV and other sexually-transmitted diseases, unwanted pregnancy, alcohol and drug abuse. The game-show format allowed the scenes to be inter-cut with audience participation.

In the plays evaluated by McEwan, Bhopal and Patton and Blakey and Pullen respectively, the performances were followed up by workshop sessions during which students were encouraged to discuss the issues raised in the plays. In both cases the workshops were led by actors. Blakey and Pullen cite evidence from their interview data that the students who took part in the follow-up workshops found it easier to discuss such sensitive issues with strangers, in this case actors, than with their teachers:

> It's better with outsiders because when [our teacher] brings up a controversial subject like sex, it's like let's go all red and hush-hush, and no one will talk to each other about it. (Blakey and Pullen, 1991: 162)

The relative youth of the actors, as well as the fact that they were outsiders, made it easier for the students to discuss their concerns openly:

> It felt better with them [actors] because they were younger. Some of the things you said to the actors, you wouldn't say to the teachers. You wouldn't know how the teachers would react. But even if we had younger teachers, you wouldn't be able to talk to them like that because you know them, you see them again. (Blakey and Pullen, 1991: 162-3)

McEwan et al (1991: 157) cite evidence from a group discussion conducted by the research team that the students' approximate age parity with the actors made them more inclined to personalise the messages of the play: "Because she was about the same age as us [others agree], so it could happen."

Gluck (1991: 34) also considers the youth of the actors as a key factor in getting a particular educational message across to young people who are at an impressionable age:

> When most young people begin to engage in risk behaviours...it is at a period when they are taking the first steps in managing their own lives. The natural corollary is rejection of parents and authority. At this time, most people are responding to ...'peer pressure'. If our clients are not going to be advised by authority,...they may listen to other people. The approach we would advise would be one of 'peer advocacy'.

The notes accompanying Mark Wheeler's *Too Much Punch for Judy* are intended for the use of teachers and expressly linked in with the Scottish Curriculum (S4-S6); they can be similarly related to National Curriculum Objectives for England and Wales. It may be that the students have fewer inhibitions about discussing the use/abuse of alcohol with their teachers than about other more sensitive issues such as sexuality and related risk behaviours.

■ Preparation and follow-up activities

It appears from the research evidence that the workshop, other follow-up activities, and indeed pre-performance activities are an integral part of a successful theatre-in-education project the teachers' notes, *Alcohol and Driving* which accompany *Too Much Punch for Judy* encourage students' completion of a knowledge test and attitude scale before as well as after the play. In her discussion of the use of drama and theatre groups to combat bullying, Munn (1993) notes that:

> If theatre companies give performances which are not followed up as part of a school's anti-bullying programme, there is a real danger that children may be given advice which is inappropriate in the circumstances, or expectations may be raised which are unfulfilled.

Students' performance in workshops may be enhanced if they have previously been exposed to particular types of teaching styles. Blakey and Pullen cite interview evidence that indicates that although the young people in their study found it easier to discuss sensitive issues with strangers, their performance in the workshops was enhanced if they were used to discussion-based learning styles:

> People enjoyed them [the workshops]. We've been taught not to be embarrassed, in personal, social and health education. Everyone is quite relaxed and used to class discussion. (Blakey and Pullen, 1991: 162)

The South Wales theatre-in-education project evaluated by Blakey and Pullen also included a pack of teaching materials designed to be used by teachers after the workshop. On the issue of drinking and driving, *Too Much Punch for Judy* is also accompanied by materials designed to help teachers to encourage young people to reflect on aspects of their behaviour. The plays on bullying performed in Scottish schools by Borderline and the Lothian-based Theatre-in-Education also came with follow-up material for use in workshops.

The provision of appropriate follow-up material is one way of ensuring that the effects of a novel theatrical performance in school do not wane quickly. It also highlights the necessity of involving a number of external agencies to develop and produce a successful theatre-in-education project, the effects of which will continue to be felt over a period of time. In the South Wales health-education example cited above, several key outside agencies were involved: the Wales Family Planning Association, which provided the theatre company with background information and recommended appropriate resource materials; and an education advisor and two advisory teachers who advised on the style and content of the play and gave useful advice regarding its promotion in schools. They also supported preview performances for teachers in the schools where the play would be performed. This was regarded as essential in gaining the support of the staff in the schools involved, and in enabling teachers to exploit the production to the full in the follow-up sessions. The education advisor and one of the advisory teachers also played an important role in securing the funding for the production. The close involvement of outside agencies, notably the Terence Higgins Trust, was also considered to be important factor in the success of the Contagious Performance Company's play on HIV/Aids *Closed Minds* (reported in Gluck, 1991). The Scottish Road Safety Campaign led the development and production of the follow-up materials designed to accompany *Too Much Punch for Judy*.

As McEwan *et al* (1991) point out, the costs of theatre-in-education per person are high compared with mass media campaigns. It thus seems wise for schools to become involved early on in the development phase, and to exploit the material to the full in follow-up sessions, if they are to derive maximum benefit from a theatrical production. This view is endorsed by Graham Gluck (1991), who notes that 'co-ordinated follow-up is important in good educational theatre practice'. As Blakey and Pullen point out, schools need to be notified well in advance that a particular production will be available if they are to be able to accommodate it within the timetable. Sufficient prior notice also allows course co-ordinators to schedule the production at an appropriate stage of the syllabus and to link it with the school's objectives, thus maximising its impact.

■ Road safety: a suitable case for treatment?

It is clear from research that theatre in schools is particularly effective in stimulating discussion of sensitive topics. Road safety, particularly the development of traffic awareness in young children, does not at first appear to be a controversial issue, although it involves children's ability to deal with peer group pressure and other elements of personal interaction. In Scotland, one play on the development of traffic awareness has already been performed in schools and another is scheduled for the autumn: *Why did the Chicken Cross the Road* and *The Nine Lives of Roddy Hogg* (for children up to 12+). *The Home Run*, a play on pedestrian road safety aimed at students in the early stages of their secondary education, was first performed at the Mold Alun High School, Mold, Clwyd in Wales in October, 1992. Yet as the research conducted by James Thomson and his colleagues has shown, regular perceptual skill training is the most effective approach with younger children, particularly those aged between seven and nine.

Although perhaps less sensitive than aspects of sexual behaviour, the issues surrounding drinking and driving are complex. There is evidence to suggest that plays such as *Too Much Punch for Judy* may play an important role in getting young people to reflect on aspects of their conduct which may be dangerous to themselves and others.

■ Conclusion

The literature suggests the following points should be borne in mind when assessing the potential impact of a theatre-in-education project:

Implications for students

- Theatre tours can be effective in getting older students to reflect on their own behaviour, particularly as regards the hazards of drinking and driving.
- Theatre tours can stimulate discussion of sensitive issues and help bring about a change in young people's attitudes.
- Young people often find it easier to discuss sensitive issues with strangers rather than their teachers.

Implications for schools

- Workshops and other follow-up activities are essential in order to derive the maximum benefit from a theatre-in-education project.
- It is important that theatre-in-education projects are scheduled at a time that is convenient for schools.
- A preview is an important way of securing teachers' support and facilitating adequate follow-up and reinforcement activities.
- Frequent, context-related perceptual skill training is the most effective way of encouraging good pedestrian safety habits in younger children.

Broader issues

- Careful thought must be given as to what constitutes the optimum information load of a theatre-in-education project: too much, or conflicting information can be damaging.
- The costs of theatre-in-education per person are high compared with mass media campaigns.
- The involvement of key outside agencies in the development of a theatre-in-education project is essential.

3 Methodology

The task

The purpose of this study was to evaluate how viewing a play compared with other forms of teaching and learning about drinking and driving in secondary schools. The sponsors who designed the study had set up a range of teaching and learning experiences which were comparable in terms of the basic messages but which had different modes of delivery:

- a play, *Too Much Punch for Judy,* performed by a touring theatre company experienced in working in secondary schools and with this play. The play which lasted for about 50 minutes was followed by a workshop led by one of the acting company.
- a presentation by two Road Safety Officers (uniformed police officers) one in Scotland and one in Wales each using a video taken from a 'World in Action' documentary. This was followed by discussion also led by the Road Safety Officer (RSO).
- a presentation by a teacher from the Personal and Social Development (PSD) team in the students' own school. This involved the video *It Could Happen to You* followed by group discussion/workshop activities led by the same teachers.

Further details of each of these presentations is available in Appendix 3.1. The task for the evaluators was therefore to tease out factors relevant to the success (or otherwise) of each of these forms of presentation at the same time as taking into account the differences between them.

Introduction to research methodology

The methodology adopted was a mixture of qualitative and quantitative approaches in order to put in-depth studies within a broader context. An overall survey provided information about how the theatre tour fitted in with the ethos and practices of particular schools and gave a detailed and long(ish) term picture of the effects of different kinds of presentations on students' knowledge, attitudes and awareness of drinking and drinking and driving issues. The more in-depth studies were complemented by further quantitative evidence from a larger number of schools. Appendix 3.2 summarises the total data collection exercise.

The situation was complex and some of the constraints and factors to which the evaluation had to be responsive were the:

- age, ability levels, gender, experience and other curricular activities of students
- ethos of individual schools and particular conditions in relation to staging the play and offering other modes of presentation
- context in which students saw the play and how it was followed up

- students' existing knowledge and awareness of some of the issues involved
- different groups of presenters – actors speaking the author's words, Road Safety Officers, and teachers; each of these also had a different relationship with any follow up activities that may occur
- local neighbourhood characteristics with a bearing on the consumption of alcohol and/or driving conditions
- differences in educational approaches between Scotland and Wales and also for education through the medium of Welsh.

Details of the methods including the choice of schools and students and the topics for discussion groups and questionnaires were drawn up in consultation with the evaluation sponsors.

The two pronged approach used to gather information entailed a survey in nine schools followed by more detailed study involving interviews and discussion groups in five of those schools. Thus, four survey and five study schools were selected, each from one region of Scotland and one county in Wales, including a Welsh medium school. In each of the nine schools students from one year group experienced one of the three modes of presentation - play, RSO or teacher, and three questionnaires were administered to these same students. The students were from the upper range of the classes, ie aged between 14 and 18.

In the four study schools, and the one Welsh medium, researchers also conducted qualitative discussion groups and interviews with students, teachers and presenters.

The choice of schools was restricted to one region of Scotland and one county of Wales. Each school had to be large enough to accommodate the requirement for three classes of students in the same year to match the three modes of presentation. All schools were co-educational and were matched as far as possible between Wales and Scotland in terms of urban/rural and of the proportion of student receiving free school meals – the selections being around the mean for each region/county.

The exception was the Welsh medium school selected to allow an assessment of the effectiveness of a theatre tour in a bilingual context.

■ Research instruments

Methods used in study schools

Detailed studies were carried out in five schools (two in Scotland, two English speaking and one Welsh speaking in Wales) to establish participants' expectations, and retrospective responses and attitudes about the play, *Too Much Punch for Judy* (or other medium for transmitting a similar road safety message).

These views were matched (where feasible) with data from the survey. Researchers attended the play to observe audience reactions, emotional responses, interest, concentration and to compare these with the responses of students contributing to focused group discussions before and after the play. The evaluators also attended two RSO and two teachers led presentations.

In summary in the study schools there were:

(a) A series of group or individual short discussions with RSOs, actors and teachers to explore their expectations of the programme and of students likely reactions to road safety issues.

(b) Evaluators' observations of action (ie play, RSO, teacher presentation plus workshop – where feasible) and information collected about the delivery (especially related to students' interests and abilities and their level of involvement in the programme).

(c) Post-action discussions with those delivering the programme focusing on what they thought of the session (and any workshop activities) and the degree to which it was 'normal' plus the relevance of the theatrical presentation to other activities in the school.

(d) Discussion groups with students prior to the presentation, immediately after, and again after an interval of about three months, about their reactions to the play (or other forms of presentation) and its relationship to their previous knowledge and attitudes.

(e) Completion by students in all study schools of questionnaires exploring their knowledge, attitudes and choices for action in relation to drinking and driving situations. Questionnaires were administered before, immediately after and than again after an interval of about three months. Additionally in the final questionnaire: a more open ended section for students to design their own 'ideal' road safety programme

(f) Interviews with teachers about: how the programme was subsequently developed; the use of the teaching packs; and students current attitudes to road safety.

Discussion groups

Discussion groups are particularly well suited for skilled interviewers to explore people's experiences. Appendix 3.3 summarises a discussion group method as adapted for this project.

In this study the mixed sex discussion groups related to each form of presentation took between 30-45 minutes. The topics for each group before and immediately after the presentations concerned students' :

- understanding of issues to do with drinking, and drinking and driving
- personal attitudes
- knowledge
- views on the different modes of presentation.

The longer-term discussion groups also addressed issues concerned with:

- recent events and campaigns
- situations and decisions students had found themselves in
- other school work about drinking and driving
- students' views on the ideal programme about drinking and driving

On average there were eight students in each group. The main topics and sub questions used in the discussion groups are set out in appendix 3.4. The content and method was piloted in a Scottish secondary school.

Structured eavesdropping and interviewing teachers and presenters

The purposes of interviews and eavesdropping sessions were to identify the main purpose and effectiveness of each presenter's session and teachers' views of the way in which presentations conveyed factual information and awareness of social and personal issues related to drinking and driving.

Structured eavesdropping

Interviews with teachers followed a "Structured Eavesdropping" technique (Powney 1988 see appendix 3.5) whereby the interviewer sets a loose agenda and then (eavesdrops) sits in on the ensuing conversation. The topics on the agenda immediately after the presentations concerned teachers' views on drinking and driving issues in relation to the rest of the curriculum and the best ways of helping students to develop their knowledge and understanding. In the longer term interviews, there was additionally reference to any curriculum activities which had built on the presentations and teachers' notions of the ideal drinking and driving programme for their school. The full list of topics is set out in appendix 3.6. The sessions were intended to illuminate the best ways of dealing with complicated issues to do with drinking and driving and the usefulness of incorporating an outside group such as the theatre company.

Structured eavesdropping took place immediately after the presentations in three schools: the Welsh medium school, and a school each from Scotland and Wales. In each of these study schools three teachers contributed to these sessions; only one of these teachers in each school had made a presentation; the others had classes who attended either the play or the RSO presentation. Some of these teachers were also interviewed individually in the longer term interviews.

Interviews

The drama group, teachers and RSOs who made a presentation were interviewed before and immediately after a presentation. Presenter interviews took place in five schools, involving one group interview with the four actors from APE Theatre Company, and individual interviews with the two RSOs and three teachers. During the final phase of the research, the researchers interviewed five teachers, one from each study school, about work in the school that might have been carried out in the period since the presentation.

* The questions used by interviewers in the post and longer term interviews are set out in appendix 3.7.

Observations

Observations of presentations were carried out in three schools involving one theatre play, two RSO presentations and two teacher presentations, all with presenter-led workshops as part of the presentation. The researchers had intended to observe all five teacher presentations with the permission of teachers, but this was not acceptable to all the teachers.

The observers took field notes concerning the content and progress of the presentations and workshops and involvement of students in each. These notes provided information about the actual presentations and occasionally for a reference point during the interviews. They were not separately analysed.

Recording and analysis of informants' comments

In all formal interviews and in eavesdropping sessions with presenters and teachers the researchers took notes and these were the main source of evidence used for analysis. Researchers sought the permission of participants to record the interview on tape; these recordings were used as back up.

The same basic method of analysis was used for the interviews, discussion groups and eavesdropping sessions. The researchers wrote up a full account of each of these events and where possible included verbatim quotations from informants. These comments were re-organised as far as possible in terms of the main project research questions and, where relevant, sorted by pre-, post- and longer term stage, the gender of informants and the three types of schools. Inevitably in using techniques which are informant led rather than using a closely structured questionnaire, there will be different issues and concerns raised and covered in each session. However such techniques emphasise the informants' priorities rather than those defined by researchers. This was an important dimension in the Welsh medium school where a Welsh medium researcher was employed.

The survey

Questionnaires

Three questionnaires were devised and each was translated into Welsh for use in the Welsh medium school. The English medium schools in Wales used the same form of questionnaires as the Scottish schools. (Copies of the questionnaires are available from SCRE on request.)

The pre-presentation questionnaire was largely aimed at gathering information about the students knowledge and attitudes to alcohol and drinking and driving prior to receiving a presentation. In addition this questionnaire also explored several other areas including students' perceptions of alcohol, their own drinking habits, whether they were driving or not, and whether they had been exposed to any anti drinking and driving campaigns over the previous month. The questionnaire was largely of the closed question type. This helped to speed up processing of the data. This questionnaire was piloted in a Scottish school.

The post-presentation questionnaire also contained sections one and two from the pre- questionnaire on knowledge and attitudes to allow us to measure any changes in these areas in the students after the presentation. In addition to this the questionnaire also contained a section which asked about the students' assessments and perceptions of the various presentations that they received.

For the Welsh medium school there were two additional questions which asked students whether they thought there should be more materials produced in Welsh and whether they had used Welsh during their driving test.

The longer-term questionnaire again included the first two sections on knowledge and attitudes to assess any longer term changes in the students. Since the questionnaire was administered soon after Christmas and New Year, it was decided to capitalise on this situation by asking students about their experiences and possible situations with respect to drinking and driving since the presentation. We were particularly interested in any situations that they experienced in relation to both their own and other people's drinking and driving and any resultant decisions that they made and actions that they took.

It should be noted that students completed the questionnaires anonymously. This, it was felt, increased the likelihood of students' responding honestly but it also made it impossible to compare individuals' responses over time.

Sample of students

Survey

Number of responses

Over two thousand (2033) questionnaires were collected and analysed. There were 712 respondents in the pre presentation survey, 708 in the post and 613 in the longer term survey. In the majority of the schools both the pre and post presentation questionnaires were either completed on the same day or on consecutive days. This procedure was designed to help minimise the chances of the pupil population being significantly different pre and post presentation. The pre and post questionnaires were completed by the same classes of students but a small number of students may have dropped out of or joined the class at some point during this short period. This is not likely to have significantly affected the results.

However, the situation is somewhat different with respect to the longer term questionnaires. Being completed three months later meant that there was greater scope for more changes in the pupil population. Obviously some of the students may have moved on to other schools, or joined the school after the first phase of the research. Certainly the total number of questionnaires completed during the longer term follow up was almost one hundred down on the pre– presentation figures, representing a loss of 14% on the pre presentation total. This drop was not uniform across the individual schools. In one instance 38% fewer students completed the longer term questionnaire as compared to the number completing the pre presentation questionnaire in that school. In two other schools there were increases of 14% and 20% in the numbers completing the longer term questionnaire compared to the figures for completed pre presentation questionnaires. A number of factors may explain these variations. It is possible that in some instances students were engaged in other activities or possibly on work placement and were unable to attend the questionnaire session. It is also possible that schools may not always have kept a record of who attended the sessions first time round and were unable to recall the sample in total.

Whatever the explanations, it does mean that a minority of the pupil population completing the first two questionnaires were not present to complete the longer term follow up. Equally the increase in the number of students in two schools completing the longer term questionnaires in comparison to the number completing the pre presentation questionnaires again alerts us to the fact that those students completing two or more of the questionnaires may not necessarily be the same students. On balance, it is fair to say that the data is still of relevance since the sample size was initially so substantial.

The students

36% of students attended the theatre presentation whilst 33% and 31% respectively attended the Teacher and RSO presentations. 47% of the students were male and 53% female.

Table 3.1 *Age of pupil respondents*

Age	14	15	16	17	18	
%	13	36	38	12	1	N=712

Most of the Scottish students in the survey were from 4th year classes (15 yrs) while those in the Welsh schools were mainly from the junior 6th form classes (16+). The age range was 14-18 as illustrated in table 3.2.

Table 3.2 *Total number of first questionnaire respondents by location and age*

Years	14	15	16	17	18	Total
Welsh schools	—	38 (10%)	264 (66%)	87 (22%)	10 (3%)	399
Scottish schools	91 (29%)	217 (69%)	4 (1%)	1 (<1%)	—	313
Total	91 (13%)	255 (36%)	268 (38%)	88 (12%)	10 (1%)	N=712

There were 81 students from the Welsh medium school in the sample. Their age range and distribution was similar to the other Welsh schools.

Discussion group sample

In the Welsh medium and four other study schools, about a third of the students who had seen the presentations were divided into three discussion groups according to the mode of presentation they had seen. Each discussion group met on three occasions, usually following the separate questionnaire administration.

Contact-teachers in the study schools and the Welsh medium school were asked to select 8-10 students at random from their senior students, ensuring that there would be a balance of girls and boys. The Welsh students were from the junior 6th form classes (mainly 16-17 years old) and the Scottish students were from the 4th year classes (mainly 14-15 years old).

In the five study schools (including the Welsh medium school) the researchers conducted discussion groups with about 7-8 students for each mode of presentation on three occasions: before the presentations and immediately after, as well as 3 months later. In total there were 45 discussion groups held with a total of 369 students.

Table 3.3 *Number of students in Discussion Groups*

Schools	Theatre			RSO			Teacher			
	Pre	Post	LT	Pre	Post	LT	Pre	Post	LT	
1	10	10	8	10	10	9	10	10	11	88
Welsh Medium	10	10	8	10	10	9	10	10	11	88
2	9	9	9	8	8	5	9	8	7	72
5	10	9	5	8	8	7	8	8	8	71
Welsh schools total	19	18	14	16	16	12	17	16	15	143
6	8	8	6	10	10	7	8	8	4	69
7	8	8	4	9	9	7	8	8	8	69
Scottish schools total	16	16	10	19	19	14	16	16	12	138
Total	45	44	32	45	45	35	43	42	38	369

Analysis

Analysis of both qualitative and quantitative evidence pursued differences in knowledge, attitudes and potential choices of behaviour which occurred over time and which could be attributed – at least in part – to the programme of road safety education experienced by students. It was hypothesised that all students would increase their awareness, knowledge and positive attitudes about road safety over time. Although the greatest gains should be made immediately after the road safety programme, it was also hypothesised that there would be some retention of the important messages after 3 months.

Analyses compared responses of students at the three different occasions and compared the responses of students who experienced the play with other forms of road safety input. Points related to differences in terms of gender, urban/rural contexts, Welsh/Scottish dimensions linked with age and individual schools were highlighted. Pupils' suggestions for an 'ideal road safety education programme' were also documented.

Themes were derived from the qualitative evidence by creating new categories grounded in the researchers' interview records and field notes.

Reflections on the method

Some of the constraints imposed on the study have already been mentioned in the introduction to this chapter. Nevertheless the range of methods used produced in combination a wealth of largely corroborative evidence to compensate for the many variables in methods and content of presentation.

It was not merely that some students watched a play and others had a classroom presentation either by a teacher or a road safety officer. There were also differences in the workshop materials used for each form of presentation - theatre, police RSO and teacher. The videos used by teachers and RSOs had different content although they covered broadly the same themes and knowledge. Whereas the play was concerned with one family and had essentially a single story line both the videos had several different narratives conveyed in less time than the play.

Different people were involved in each kind of presentation and also within any one kind of presentation; members of the theatre group took it in turns to run the workshops; there were two police RSOs - one for Wales and one for Scotland; nine different teachers were involved in the third mode.

The nature of the workshop was therefore more varied among the teachers than the other groups - for example in the way they used the same video and the examples they provided. Some teachers repeated the video several times, others showed it once and moved on.

Another factor was the length of time for each session. There are differences in the normal teaching period between Scotland and Wales; for organisational reasons there were several instances where the teacher and RSO groups had to stretch their presentation/ workshops to coincide with the end of the theatre presentation and workshop. This was not always comfortable for the staff and students concerned.

These organisational variables, and those inherent in the design of the three way presentation were outside the evaluators control. It should also be noted that there was no control group. That is to say, comparisons were not possible with students who had received no form of presentation.

Given these reservations, the choice and multiplicity of research methods proved satisfactory and allowed all participants to contribute their views on successive occasions to the evaluation team.

4 Survey findings

Introduction

The findings presented here are based upon the returns from the questionnaires administered in the four Scottish and five Welsh schools on three occasions: pre-presentation, immediately post-presentation and approximately three months after the presentation These findings are largely based on straightforward comparisons of the answers from the students receiving the three different types of presentation. Where appropriate the data will also look at variations by sex and age of the students. Since the project's Scottish school students are on average one year younger than those in the Welsh schools, separating the schools by nationality to all intents and purposes also separates the students by age.

Reference will also be made to any significant findings from the Welsh language school. The published exam performance results for this school indicate relatively high levels of attainment while a relatively low proportion were receiving free school meals: this suggests that the socio-economic profile of the families using this school is different from the others in the study. The other Welsh and Scottish schools were chosen as examples of 'average' schools in their respective regions, but this cannot be said of this particular Welsh language school.

The pre-presentation, post-presentation, and longer term presentation questionnaires each had two sections in common, one covering factual knowledge, and the second, attitudes relating to drinking and drinking and driving. This was to allow for a number of 'before and after' comparisons. In addition the pre-presentation questionnaire attempted to gauge students' perceptions of the image of alcohol and drinking, as well as their personal drinking habits. It also asked whether they were taking driving lessons, held a driving licence, and about their familiarity with anti-drinking and driving advertising campaigns over the preceding month. The post-presentation questionnaire included a section which asked the students about their satisfaction with and perceptions of several elements of the presentation which they had received. The longer term questionnaire sought information about the students knowledge of anti-drinking and driving campaigns over the festive season. In addition it asked about their responses to any situations in which they had encountered individuals who had been drinking before attempting to drive, including experiences of being offered lifts from drivers who had been drinking.

Comparing students' knowledge before and after the presentations

Section one of all questionnaires was designed to collect information about the students' awareness of some objective factual information about alcohol, relating for example to the legal position. The format for this section was multiple choice and there were seven questions. By asking the questions before the presentations we established a base line measure of the extent of students' knowledge on a range of indicators. Repeating the same questions after the presentation allowed us to gauge to what extent their knowledge had been extended. Similarly, repeating the questions after a gap of three months allowed us to identify any areas in which the students 'knowledge gains were preserved or lost. By splitting the data according to the respective presentations we hoped to ascertain if particular presentations were responsible for different types and/or degrees of knowledge gain.

Table 4.1 shows the percentages of students receiving each of the presentation types who recorded correct answers in respect of each of seven statements.

Table 4.1 *Factual knowledge about alcohol*

Students recording the correct multiple choice answers		**Theatre %**			**RSO %**			**Teacher %**		
Question		pre	post	long	pre	post	long	pre	post	long
1	Age at which you can buy beer and cider to be taken with a meal out of sight of the bar	36	27	37	44	37	47	41	33	41
2	Legal limit for alcohol in bloodstream when driving	53	10	37	40	1	31	48	25	34
3	Device for measuring alcohol in bloodstream	98	99	98	99	100	99	98	98	99
4	In the same size of glass, which contains most alcohol?	97	97	95	96	97	93	96	91	95
5	Which of the following contains no alcohol?	39	44	40	44	43	40	32	35	34
6	Which of the following will reduce amount of alcohol in bloodstream?	57	82	68	57	75	76	54	63	72
7	How many drivers killed in MVAs are over the legal limit for alcohol?	29	27	35	33	19	32	24	24	32
N =		254	260	260	223	216	167	235	231	186

Summary points from Table 4.1

- Responses to two of the seven questions indicated a high level of base line knowledge among the students. These concerned the name of the device used for measuring the amount of alcohol in the blood (question 3) and the relative alcoholic strength of different (common) beverages (question 4). In both cases almost all of the students knew the answers prior to the presentation.
- Knowledge about the age at which you can legally buy beer and cider in a pub if taken with a meal (question 1), which brand drink contained no alcohol (question 5), and how many drivers killed were over the legal limit (question 7), was at a relatively low level both pre-presentation, post-presentation, and longer term irrespective of the presentation type.
- Responses to question 6, 'Which of the following will reduce the amount of alcohol in the bloodstream' are probably the most positive finding in the section. Prior to the

presentation just over half of all the students got this question right. This suggests that a fairly substantial minority thought, wrongly, that they could take certain measures to reduce the amount of alcohol in their blood. Most commonly, students believed that they could reduce the alcohol in their blood by drinking coffee: 30% of all students thought this. Immediately post-presentation the picture was quite different, with just under three quarters of all students answering correctly that there was nothing they could do. The gains varied across the different presentation types, being highest in the theatre group at 25 percentage points. Three months afterwards knowledge levels were maintained at a fairly high level but had dropped among the theatre group (to 68%) and risen among the teacher group (to 72%), while the RSO group remained fairly static (at 76%).

- Regarding question 2 on the legal limit for alcohol in the blood, the numbers getting this question right dropped fairly substantially post-presentation across the three presentation types and then rose again in the longer term. Interpreting such results can be fairly difficult although it is likely that the factual content of the presentations (using different measures for alcohol in the blood, urine or breath) led to a degree of confusion among the students immediate post-presentation. It could reasonably be argued that the findings from question 6 are likely to represent a more important gain in knowledge for the students than the confusion recorded in responses to question 2.

Attitudes towards drinking and driving before and after the presentations

The second section of the three questionnaires explored students' attitudes to drinking and driving as well as their degree of agreement with statements of a more subjective nature than those presented in section one, such as the relative merits of young and old drivers. This was achieved by asking them to indicate on a four point scale whether they strongly agreed, agreed, disagreed or strongly disagreed with a list of 11 statements. These are presented in Table 4.2a with percentages presented for students who either agreed or strongly agreed with the statements at the pre-presentation, immediate post-presentation, and three month follow up stages.

Further analysis by sex revealed clear differences between males and females on these issues: these findings are shown in Table 4.2b on the following page.

Summary points from Tables 4.2

- The vast majority of students either agreed or strongly agreed that the police should be able to randomly stop motorists (statement 9) and that it is important that students of their age know about drinking and driving (statement 11). This was so at all stages, ie pre- and immediately post-presentation and in the longer term, although males were somewhat less likely than females to agree or strongly agree with statement 9. This clearly indicates both that students support moves to introduce random breath checking by the police and that they saw the anti drinking and driving messages as relevant to them.

- Responses to statements 4 and 10 represent the most interesting findings in relation to pre and post-presentation attitude shift. Prior to the presentation 39% of all students thought that one drink of alcohol would not affect a person's driving (statement 4).

Table 4.2a *Attitudes to drinking and driving, by presentation type*

	Students who agreed or strongly agreed	**Theatre %**			**RSO %**			**Teacher %**		
Question		pre	post	long	pre	post	long	pre	post	long
1	If people have a drink, then drive, the chance of being stopped by the police is small.	63	56	51	57	43	47	54	55	47
2	It is OK if you are over the limit to drive someone to the hospital in an emergency.	17	11	13	16	11	11	12	17	11
3	If people have a few drinks but drive home slowly it is all right.	10	3	3	10	1	3	9	6	5
4	One drink of alcohol does not affect people's driving.	43	13	15	41	15	16	32	17	18
5	Young people can drink more alcohol than older people.	7	9	10	7	6	11	11	8	11
6	Young people are better drivers than older people.	24	17	19	19	18	21	22	18	24
7	Men are better drivers than women.	32	28	27	23	21	18	23	25	26
8	Men can drink more alcohol than women without it affecting them.	70	94	80	70	78	74	60	64	65
9	Police should be able to stop any vehicle and check if the driver has been drinking.	85	91	89	92	84	86	90	90	90
10	It should be illegal to drive if you have had any alcohol.	59	79	73	65	81	76	58	76	76
11	It is important that people my age know about drinking and driving.	91	98	97	99	99	98	97	98	97
N =		254	260	260	223	215	167	235	231	186

Immediately post-presentation this number had fallen substantially to an average across the presentation types of 14%. This represented a fall of 30 percentage points for the theatre group, 26 percentage points for the RSO group and 15 percentage points for the teacher group.

Findings from the three month follow up survey show that males were somewhat more likely than females to hold that one drink of alcohol would not affect a person's driving. Responses to statement 10 also reflect a marked shift in attitudes. Although a fairly high percentage of all students prior to the presentation believed that a zero alcohol limit was desirable (61%), the immediate post-presentation average was notably higher at 79%. The results from the longer term questionnaire suggest that both of these changes in students' views were largely maintained over the period. However, females were more likely than males to wish a zero alcohol limit.

Table 4.2b *Attitudes to drinking and driving, by sex*

Question	**Students who either agreed or strongly agreed**	**% Males** long term	**% Females** long term
1	If people have a drink, then drive, the chance of being stopped by the police is small.	55	43
2	It is OK if you are over the limit to drive someone to the hospital in an emergency.	22	5
3	If people have a few drinks but drive home slowly it is all right.	9	2
4	One drink of alcohol does not affect people's driving.	19	14
5	Young people can drink more alcohol than older people.	14	8
6	Young people are better drivers than older people.	28	13
7	Men are better drivers than women.	79	70
8	Men can drink more alcohol than women without it affecting them.	48	4
9	Police should be able to stop any vehicle and check if the driver has been drinking.	82	95
10	It should be illegal to drive if you have had any alcohol.	69	80
11	It is important that people my age know about drinking and driving.	96	98
N =		295	367

NOTE: Less than 4% of both males and females strongly agreed with statements 1-5. Females were also unlikely to strongly agree with statements 6-8 (less than 6% did so)

- Responses to statement 3, about drinking and driving being acceptable if driving slowly, indicated a low level of sympathy with such behaviour prior to the presentation. This was reduced even further immediately post-presentation across all presentation types, while in the longer term support for this statement was maintained. Findings from the longer term follow up stage show that males were more likely than females to hold that such behaviour is acceptable (9% as compared to 2%).
- Both prior to and subsequent to the presentations males were far more likely than females to agree or strongly agree that it is acceptable for a driver who is over the legal alcohol limit to drive someone to the hospital in an emergency (statement 2), Almost a quarter of males (24%) as compared to 8% of females indicated this on the pre-presentation questionnaire, as did similar proportions (22% and 5%, respectively) at the three month follow up stage.
- Males were more likely than females to believe that young people can drink more than older people without being adversely affected (statement 5) and that men can drink more than women (statement 8): these attitudes align with general facts.. However, the proportion agreeing with statement 5 was fairly low in respect of both sexes. At the three month follow up stage, 14% of males and 8% of females agreed with statement 5, while 79% of males and 70% of females agreed with statement 8.
- Males were also more likely than females to believe that young people are better drivers than older people (statement 6) and men better drivers than women (statement 7). At the three month follow up stage, 28% of males and 13% of females agreed with statement 6, while 48% of males and 4% of females agreed with statement 7.

- Taken together this data suggests that males are more likely than females to possess attitudes and beliefs that raise the likelihood of them indulging in behaviour which increases their risk of being involved in road accidents. For example, it would therefore appear that males are more likely than females to undertake driving while over the legal limit in certain circumstances.

■ Attitudes towards alcohol and experience of drinking

Images of drinking

In order to separate issues concerned with drinking alcohol from those linking drinking with driving, the pre-presentation questionnaire presented students with a list of eleven statements which focused on images of alcohol and drinking. Once again students were asked to rate these statements on a four point scale saying whether they agreed strongly, agreed, disagreed or disagreed strongly with each statement. The statements represented both positive and negative images of drinkers and alcohol. The combined results for agreed and strongly agreed are ranked and presented in Table 4.3.

Table 4.3 *Images of drinking*

	Students who either agreed or strongly agreed	**All %**	**Males %**	**Females %**
1	Drinking can cost you lots of money.	94	92	96
2	Drink affects your health.	89	78	92
3	Drinking can lead to families breaking up.	85	84	86
4	Drink makes people more friendly.	54	55	53
5	Drinking looks exciting.	30	33	23
6	Successful people drink.	20	31	22
7	Sophisticated people drink.	26	27	21
8	Drinking is addictive.	24	24	23
9	Drinking has a romantic image.	24	28	20
10	Drinking is attractive.	18	22	12
11	Young people who drink are cool.	15	19	9
N =		656	303	353

Summary points from Table 4.3

- The three most commonly agreed with statements relate to the negative aspects of alcohol. Over three quarters of both males and females either agreed or strongly agreed that drinking can be costly, affects health, and can lead to the break up of families. In respect of most statements which portrayed a negative image of alcohol, males and females recorded similar levels of agreement. However, females were more likely to agree that drinking can affect health.
- The least agreed with statements are those which see alcohol consumption as attractive and 'cool' for young people to do. However, males were more likely than females to agree with these statements, and were also more likely to agree that drinking has a romantic image, that successful people drink, that sophisticated people drink, and that drinking looks exciting. In fact, males were more likely than females to agree with all of the statements which portray alcohol in a positive light.
- In summary, while both sexes recognise the negative effects of alcohol to similar degrees, males are more likely than females to respond with agreement to positive images of alcohol.

Personal drinking habits

The pre-presentation questionnaire also asked students about their own drinking habits. First they were asked if they ever tried alcohol. Ninety two per cent of the students said that they had. When asked to indicate how regularly or otherwise they drank 35% said they drank alcohol at least once a week.

The students attending the Welsh schools were on average one year older than those attending the Scottish schools. It is reasonable to suggest that such an age difference might be reflected in different personal drinking habits. However, in terms of the numbers who had tried alcohol the percentages were almost identical: 92% in Scotland and 93% in Wales. When we looked at those who had tried alcohol by sex the percentages were again very similar with 92% of males and 94% of females saying that they drank alcohol.

Students were presented with a list of alcoholic drinks and ticked those they usually drank. Eighty one per cent normally drank beer, lager, or cider; 53% had tried wine; 51% gin, vodka, or whisky; 20% sherry or martini; and 15% indicated some other drink.

When we compared the data for Welsh and Scottish schools the types of drink regularly consumed were fairly similar. However, when we looked at the types of alcohol consumed by sex there were differences: males were more likely than females to drink beer, lager or cider (87% of males as opposed to 75% of females), and females were more likely to drink wine than males (66% of females as opposed to 39% of males).

Differences also emerge in relation to frequency of drinking. The (older) Welsh students were more likely to drink at least once a week than were their Scottish counterparts: 47% of Welsh students indicated this as compared to 20% of the Scottish students. There were no real differences in the frequency of drinking by sex. However, while we are able to ascertain the frequency of drinking, we are unable to state the amounts that students consume.

Differences between the younger and older students were also apparent when it came to drinking venues. These results are presented in Table 4.4.

Table 4.4 *Drinking venues*

Drinking venue	% Welsh students	% Scottish students
Parties and Discos	81	59
Public houses	73	18
Outside with friends	57	63
At home	52	48
In a car	3	7
Other places	3	8
N=	396	312

NOTE: Welsh students were on average one year older than Scottish students

Summary points from Table 4.4

- The older (Welsh) students were substantially more likely to report drinking in public houses and at discos and parties than were the younger (Scottish) students. This is likely to be directly related to the legal situation with respect to their different ages.
- For the younger (Scottish) students the most commonly reported venue for drinking was outside with friends (63%).
- A small percentage in both Wales (3%) and Scotland (7%) reported drinking in cars.

In terms of drinking venues used by male and female students there were two differences of note. Males were more likely to report drinking outside with friends (65% of males and 56% of females) and females were more likely to report drinking at home (53% of females and 47% of males).

Reasons for drinking

Those students who said that they drank were presented with a list of possible reasons for drinking and asked to indicate which applied to them. The results are ranked and presented in Table 4.5.

Table 4.5 *Students' reasons for drinking (% of students who drink)*

Reason	All	Males	Females
I like the taste.	81	82	81
I can enjoy myself better.	67	72	63
I like how it makes me feel.	60	60	60
I feel more confident.	57	54	59
I was curious to try it.	50	44	56
My friends do it.	22	27	17
Adverts make it look good.	17	19	15
It makes me feel mature.	13	15	11
To impress girl/boy friend.	3	4	3
N =	652	300	352

Summary points from Table 4.5

- Whilst the most popular answer was 'enjoyed the taste', the next three most popular answers all concerned some of the relaxing effects which alcohol can have and how this can affect one's confidence positively.
- Males were more likely than females to report drinking because their friends do it and because they felt more mature when drinking.
- Seventeen per cent indicated that advertising images influenced their decision to drink. Males were somewhat more likely to record having been influenced by advertising than females.
- Males were also more likely to report that they enjoyed themselves better if they had a drink. Females were more likely than males to report curiosity as a reason for trying alcohol.

The 54 students who indicated that they did not drink were presented with a list of possible reasons for this and asked to tick those which applied to them. The results are presented in Table 4.6, from which it can be seen that over half of those who did not drink mentioned fear of alcoholism, dislike of the taste, being too young, and wishing to keep fit.

Table 4.6 *Students' reasons for not drinking*

	% of students who don't drink
I don't want to become alcoholic.	70
I don't like taste.	60
I'm too young to drink.	56
I like to keep fit.	52
I hate to feel drunk.	48
I don't like being with drunks.	41
I don't drink for medical reasons.	17
My friends don't do it.	13
I don't drink for religious reasons.	4
N =	54

Driving experience

Students were asked whether they held driving licences, the type of licence held, and/or whether they were currently taking driving lessons. Again there were differences between the Scottish and the Welsh students in this respect. Eighteen per cent of Welsh students (who were older) held provisional driving licences compared to 3% of the younger Scottish cohort. Seven per cent of the Welsh students held full licences while 2% in Scotland indicated this. In Wales 14% of students indicated they were currently taking driving lessons. In Scotland the figure was 3%. The percentages in Wales and Scotland who held moped or motorcycle licences was similar at 2%. The breakdown of the data by male and female respondents showed no differences except on 'holding a licence for a moped or motorcycle' where 3% of males and 1% of females reported being in possession of such.

Those pupils who attended the Welsh language school were asked an additional question regarding whether they had received driving lessons and/or had their driving test conducted in Welsh. One third (twenty seven pupils) responded in the affirmative.

Options about the presentations

The post-presentation questionnaire contained a section which focused on the students' perceptions of and happiness with the different types of presentation that they had received. They were initially asked to indicate their enjoyment of the presentation on a four point scale saying whether they enjoyed the presentation, enjoyed it a little, found it a bit boring or boring. Almost all of the students who received the theatre group presentation indicated that they had enjoyed it (95%). The figures for the RSO group were lower with just under two thirds (63%) indicating they had enjoyed it. In the case of the teacher presentation just under one third (31%) said they had enjoyed it. These result are statistically significant (at 95% level).

The questionnaire also asked the students to indicate their agreement or otherwise, again on a four point scale, with a list of four statements about the presentation they attended. The results are presented in Table 4.7 showing the percentages of students who indicated either agreement or strong agreement with each of the statements.

Table 4.7 *Students indicating agreement or strong agreement with the following statements*

	% Theatre Presentation	**% RSO Presentation**	**% Teacher Presentation**
Presentation was too long.	4	9	26
Too many facts were presented.	1	8	10
The message was hard hitting.	97	85	76
I learned a lot about drinking and driving.	97	93	75
N =	259	215	229

Summary points from Table 4.7

- Few of the students attending the Theatre or RSO group presentations thought that they were too long. However just over one quarter of the students who attended a teacher presentation thought it was too long. There is some evidence from our visits to the study schools that on one or two occasions teachers lengthened the presentation so as to match the length of time taken by the theatre group. This may explain why a substantial minority of students thought the teacher presentation too long.
- Generally the responses from the students indicate a more favourable assessment of the theatre group presentations than of either the RSO or teacher presentations. The RSO presentation was rated more favourably than that of the teacher and rated very similarly to the theatre presentation on learning about drinking and driving. All the differences recorded in the students' responses to the statements in this section are statistically significant.

The students who received the presentations from the Theatre group and the Road Safety Officer were asked an additional question about whether they thought it was a better way to learn about drinking and driving rather than from a teacher. Almost all students receiving either type of presentation said yes (99% of theatre group students and 98% of RSO students). This was followed up by asking these students an open question on why it was a better way to learn about drinking and about drinking and driving. The results are presented in Table 4.8.

Table 4.8 *Why was this a better way to learn about drinking and driving?*

	% Theatre group students	**% RSO group students**
Presenters have knowledge and experience	4	75
Delivery/style and manner of presentation good	44	6
Outsiders are easy to talk to	10	7
Presentation was realistic, shows consequences	40	9
It's is difficult to relate to teachers	24	7
Other reason	3	1
N =	256	210

Summary points from Table 4.8

- By far the most common response from students who received the RSO presentation highlighted the fact that RSOs have a lot of knowledge and experience of the topic area.
- Students who received the theatre group presentation most commonly highlighted the style and manner of the presentation as well as its realism.

All students were then asked open questions concerning the best and worst elements of the presentations. Tables 4.9 and 4.10 record responses.

Table 4.9 *What was best about the presentation?*

	% Theatre Presentation	% RSO Presentation	% Teacher Presentation
Everything	5	2	2
The video	-	56	35
Learned about the subject	21	30	25
The acting	42	-	-
Workshops/interactions/discussions	10	14	12
A realistic and relevant message	44	20	34
Style of presentation	40	13	11
Other	1	2	2
N =	255	214	222

Summary points from Table 4.9

- Among those students receiving the Theatre group presentation the most common responses were that it was a realistic and relevant message (44%) and that the acting was good (43%), while 38% highlighted the style of the presentation.
- Fairly substantial numbers of students who received the RSO and teacher presentations (55% and 36% respectively) said that the video was good. Different videos were used in the RSO and the teacher presentations, but the manner in which they were used may also have influenced this finding.
- Just over one third (36%) of students who received the presentation from a teacher responded by saying that they thought the message was realistic and relevant.

The only difference recorded between male and female respondents was with reference to the use of video. One third of females thought the video was good while only one quarter of males thought this.

The students were asked an open-ended question about what they thought was the worst aspect of the presentation.

Table 4.10 *What was worst about the presentation?*

	% Theatre Presentation	% RSO Presentation	% Teacher Presentation
Nothing bad	34	25	11
Learned nothing new	1	3	1
Props, video or materials	9	6	11
Presentation was upsetting	19	22	7
Content	16	18	27
Style	4	12	40
Other worst element	3	6	11
N =	215	178	206

Summary points from Table 4.10

- Just over one third of students who attended a theatre presentation and one quarter of students who attended an RSO presentation said that there was nothing bad in the presentation.
- A substantial minority, of students receiving the presentation from a teacher (40%) suggested that the style of presentation was poor. The figures for the theatre group and RSO presentations were much lower at 4% and 12%, respectively.
- Around one in five of those students who attended a theatre group presentation or an RSO presentation found it upsetting. In the case of the RSO group this was most likely to be related to the content of the video.

There were several differences between male and female respondents about what was worse. While 23% of males thought that there was nothing bad in the presentation, the figure for females was higher at 33%. Fifteen per cent of males thought that the props used were poor while only 5% of females recorded this. Twenty nine per cent of males and 19% of females thought that the content of the presentations were poor. One quarter of the females found the presentation upsetting as opposed to 13% of males.

Suggested improvements

Finally, the students were asked to make suggestions for improving the presentation that they attended. Results are presented in Table 4.11.

Table 4.11 *Students' suggestions for improvements to presentations*

	% Theatre Presentation	% RSO Presentation	% Teacher Presentation
No improvements necessary	39	22	4
More visual aids, information available	8	24	24
Use experienced individuals	1	4	9
Have more discussion, interaction	2	18	11
Shorten or lengthen presentation	7	9	18
Minor suggested improvement	24	16	32
Other improvement	3	10	14
N =	201	183	206

Summary points from Table 4.11

- Almost two fifths of those students who attended a theatre group presentation indicated that no improvements were necessary. The figures for RSO and teacher presentations were lower at 22% and 4% respectively.
- The most commonly suggested improvements for the theatre group were minor, often attributable to the differing situations and locations that they could be asked to perform under in a school.
- For the RSO the most commonly mentioned response involved using more visual aids or making more information available. Around one in five students saw a need to increase the amount of discussion and interaction in the presentation.
- The most common responses from students who had attended the teachers' presentations involved making minor improvements and making more use of visual aids and information. One in five students saw the need to lengthen or shorten the presentation: the overwhelming majority of these responses were for shortening it.

While 28% of female students suggested that no improvements were necessary only 17% of male students said this. There were only two variables where the percentage differences were more than a few points. Thirty seven per cent of males as opposed to 20% of females suggested some minor improvement for the presentation. Fourteen per cent of females as opposed to 9% of males suggested that there should be more discussion in the presentations or workshops.

■ Anti drinking and driving advertising

Prior to presentation

Eighty one per cent of all students reported having seen anti-drinking and driving advertisements in the month prior to the presentation. Of those who had seen such an advertisement, the vast majority (86%) had seen a television campaign. Forty one per cent had seen magazine advertisements and a similar proportion (39%) had seen billboards. Around a quarter (26%) indicated having seen such campaigns in the cinema.

Demand for materials in Welsh

Those pupils attending the Welsh language school were asked an additional question on whether they thought they should have more published materials available to them in Welsh. Of the 79 students who responded to this question 68 (86%) said they should have more materials available in Welsh.

Subsequent to presentation

The longer term questionnaire asked students about their experience and knowledge of advertisements about drinking and driving over the Christmas and New year period. Students were firstly asked where they saw adverts. Table 4.12 shows these results.

Table 4.12 *Percentages of students recalling location of drinking and driving adverts*

Location of advert	% Theatre group	% RSO group	% Teacher group
Television	85	89	86
Magazines	24	23	29
Billboards	32	21	25
Newspapers	25	21	21
Cinema	7	5	11
Haven't seen any adverts	13	11	13
N =	260	167	186

Summary of main points from Table 4.12

- By far the most popular answer was for seeing adverts on the Television, indicated by 86% of all students.
- Only around one in ten of the students said that they had not seen or could not recall seeing any adverts over the festive season.

Students were then asked an open question about what they thought of the adverts and whether they liked or disliked them. The results are summarised in Table 4.13.

Table 4.13 *Students' likes and dislikes about adverts*

Liked advert	% of students	Disliked advert	% of students
Informative	14	Upsetting	4
Delivered message	21	Style poor	3
Hard hitting	22	Content poor	3
Makes you think	11	Other dislike	5
Could save lives	2	—	-
Other like	3	—	-
N =	613	N =	613

Summary of main points from Table 4.13

- Generally students were more likely to say that they liked rather than disliked the adverts that they saw.
- The most common response from students (22% of all students) being that the adverts were hard hitting.

It is of note that over the this period, to our knowledge, there were no official campaigns run warning of the dangers of drinking and driving. Yet the overwhelming majority of students recalled seeing adverts and went so far as to describe the plot and content of such adverts in the open follow up questions. While it is possible that some of the students were recounting seeing posters which had been put up at an earlier period but which were still present at this time, it is more likely that students were recounting earlier campaigns and advertisements. If this is the case then it provides some evidence for the longer term retention of adverts and the messages that they contain.

Experiences of drinking and driving situations

The longer term questionnaire also asked students about their experiences or otherwise of situations involving drinking and driving. The majority were too young to hold a driving licence but they were asked if, since the presentation, they had ever been offered a lift in a car driven by someone who had been drinking. Just under one quarter (24%) of all students reported having been offered a lift by someone who had been drinking. Females were slightly more likely than males to record being offered a lift, 27% of females as opposed to 21% of males. Those students who indicated that they had been offered a lift were then asked who the driver of the car had been. These results are ranked and presented in Table 4.14.

Table 4.14 *Drivers who offered students a lift, as % of those who had been offered a lift*

Driver of car	% students
Male friend	56
Mother or father	32
Female friend	11
Other person	11
Older brother or sister	7
Other relative	6
N =	149

Summary of main points from Table 4.14

- Over half of the students (56%) who had been offered a lift from someone who had been drinking said it had been a male friend.
- Almost a third of students offered a lift said that it had been from their parents.

While it may come as no surprise that many of the drivers who offered the students lifts included their parents, it is possibly of greater surprise that the most commonly reported group was for male friends. If this is the case then it challenges the commonly held belief that young people have got the message about drinking and driving and that the real problem lies with the middle aged group of drivers. This reinforces the rationale for targeting the message at schools since we can expect many of these male friends to be little older than the students involved in this study and as such have probably left school fairly recently.

Accepting lifts

Seventy per cent of the students who had been offered a lift (74% of males and 69% of females), knowing the driver had been drinking, indicated that they had accepted on at least one occasion. These students were then asked an open question about their reasons for accepting the lift. The results are ranked and presented in Table 4.15.

Table 4.15 *Reasons for accepting lift, of those accepting lift*

Reason	% of students
Needed the lift	63
Driver under the limit	29
Bad weather conditions	14
I was drunk	10
It was fun	2
Other reason for accepting	10
N =	105

Summary of main points from Table 4.15

- Almost two thirds (63%) of those students accepting a lift from a driver who had been drinking said it was because they needed the lift.
- Almost one third (29%) said that the driver was under the limit. Even if it was the case that the driver was under the legal limit, and we have no way of checking this, the finding is in contrast to that obtained in the attitudes section where over 80% of students completing the post and longer term presentation questionnaires indicated that they thought one drink could affect driving performance.

Those students who had accepted a lift from a driver who had been drinking were then asked how they felt about travelling in the car. The results are contained in Table 4.16.

Table 4.16 *Feel about accepting the lift, of those who accepted*

Feeling about being in car	% of students
Scared/nervous	38
Happy/fine/OK	32
Regretted it	17
Safe, driver under limit	16
Other feeling	9
N =	102

Summary of main points from Table 4.16

- Whilst almost one third (32%) indicated that they felt happy in the situation a higher percentage, 38%, said that they were scared or nervous. Potentially such feeling may help discourage them from travelling with a driver who had been drinking in future.

Those students who declined the offer of a lift were asked why they did so. The results are contained in Table 4.17

Table 4.17 *Reasons for not accepting lift, of those students who declined a lift*

Reason	% of students
On principle	46
Frightened	27
Driver too drunk	17
Had an alternative	15
Because of presentation	7
Other reason for not accepting	5
N =	41

Summary of main points from Table 4.17

- Almost half of the students declining a lift said it was on a matter of principle.
- Whilst only two students said they directly refused as a result of the presentation they received it is possible that those refusing on the grounds of principle may also have been influenced by the presentation.

Those students who declined were asked how they felt about declining the offer of a lift. Results are contained in Table 4.18.

Table 4.18 *Students' feelings about declining the lift, of those who didn't accept*

Reason	% of students
Good/relieved	75
Not bothered	48
Worried about driver	10
Other	8
N =	40

Summary of main points from Table 4.18

- Three quarters of those students declining the offer of a lift said that they felt either good or relieved about it.

Both the students who accepted the lift and those who did not were asked whether they took any action or said anything to the driver about their intention to drink and drive. Seventy four students (46%) said that they said or did something to the driver. There were some differences between male and female students in this respect. Over half, 51%, of females reported taking some kind of action, the figure for male students was lower at 39%. The answers given are ranked and presented in Table 4.19.

Table 4.19 *What did they do or say, of those who did or said something*

Action	% of students
Pointed out dangers	75
Took preventative action	11
Relayed message of presentation	11
Rebellious attitude (don't care)	7
Other action	6
N =	71

Summary of main points from Table 4.19

- The most common response from students (three quarters) who took action was to point out to the drivers the dangers of drinking and driving. This comprised 76% of the female students and 69% of the male students.
- Much lower numbers of students (14% of female students and 9% of male students) took preventative action like hiding the driver's car keys or directly relayed the message of the presentation.

Those students who did not say anything or take action with the drivers also indicated their reasons for this. These are ranked and presented in Table 4.20.

Table 4.20 *Why didn't they do or say anything, of those who did nothing*

	% of students
Up to driver	26
Driver under limit	22
Didn't bother me	16
Driver wouldn't listen	14
I was drunk	10
Driver was a stranger	6
Other	14
N =	69

Summary of main points from Table 4.20

- Just over one quarter (26%) of the students indicated that the decision to drive was solely the driver's and they had no part in influencing that.
- The second most popular reply again hinged on the students perceptions of the legal limit and the amount that the driver had consumed. The perception being that the driver was under the limit.
- One in ten of the students said they too had been drinking and were probably less concerned for their own situation than they might have been if they had been sober.

It is reasonable to suggest that the students' relationship to the driver of the car will influence their decision to take action or not. To explore this we looked at the likelihood of students taking action in comparison to the person who was driving. While we have to be careful about drawing any firm conclusions from this data since many of the numbers involved are rather small, the results do not contradict expectations. Table 4.21 shows the percentage of students who took action for each category of driver.

Table 4.21 *Percentage of students who took action when offered a lift*

Driver offering lift	**% of students**	**N=**
Older brother or sister	60	10
Male friend	57	90
Mother or father	52	50
Female friend	44	18
Other relative	30	10
Other person	31	19

Summary of main points from Table 4.21

- While the highest percentage for taking action is recorded where the driver was an older sibling the number of cases makes this figure less reliable. It is likely that the most reliable figures are for the situations where either a parent or male friend was driving since there are fairly substantial numbers of these situations mentioned. In both instances just over half of the students said that they had attempted to do something.

Witnessing drinking and driving

Finally all students were asked if, since the presentation, they had witnessed someone drinking who had then attempted to drive. Two hundred and nine students (34%) said they had witnessed such an action. These students were then asked who the person was and whether they had attempted to prevent the person driving. The percentages of potential drivers are ranked and listed in Table 4.22.

Table 4.22 *Potential drink drivers witnessed by students*

Driver	% of students
Male friend	40
A stranger	29
Mother or father	16
Female friend	10
Other relative	9
Older brother or sister	2
Other person	11
N =	209

Summary of main points from Table 4.22

- As with the previous question which asked about accepting a lift from someone who had been drinking, the most common response (40% of these students) was for witnessing a male friend drinking and attempting to drive.

The students were then asked if they had attempted to stop the person driving and the reasons for their decision. Two hundred and seven of the students responded to this and 71 (34%) said that they had tried to stop the driver. Again there were differences recorded between male and female students. While 21% of male students said they tried to prevent the person driving 46% of female students said they did so. Table 4.23 ranks and lists the action taken by these students.

Table 4.23 *Action taken by the students to stop driver*

Action	% of students
Warned of dangers	48
Took preventative action	36
Suggested alternative transport	26
Other action	22
N =	73

Summary of main points from Table 4.23

- Almost half of the students said that they warned the driver of the dangers of drinking and driving.
- Over one third took preventative action, including hiding the car keys while just over one quarter reported suggesting alternative transport for the driver.

Those students who did not attempt to do anything were asked why not. Their reasons are ranked and listed in Table 4.24.

Table 4.24 *Students reasons for not attempting to intervene with drink driver*

	% of students
Driver a stranger	28
Driver's own affair	18
No respect for my view	15
Too scared of driver	14
Driver under limit	10
Driver was careful	4
Other reason	22
N =	130

Summary of main points from Table 4.24

- The most commonly cited reasons for non-intervention was that the driver was either a stranger or that it was the drivers' own affair if they wanted to drink.

Again it is reasonable to suggest that the students' relationship to the potential driver influenced their decision to take action or not. To answer this we looked at the likelihood of students taking action in comparison to the person who was attempting to drive. Again while we have to be careful about drawing any firm conclusions from this data since many of the numbers involved are rather small the results are not surprising. Table 4.25 shows the percentage of students who took action for each category of driver.

Table 4.25 *Percentage of students who took action for each category of driver*

	% of students	N=
Mother or father	53	34
Male friend	43	93
Older brother or sister	40	5
Female friend	36	22
Other relative	33	21
Stranger	14	64
Other person	32	25

Summary of main points from Table 4.25

- Again, some of the numbers involved here are fairly small and one has to be careful about drawing firm conclusions from them. However they are fairly consistent with those presented in Table 4.21 in that the three highest incidences of intervening are with parents, male friends or older siblings.
- It is not surprising to find that the lowest reported incidence of intervention is with strangers where only 14% of the students said that they made some efforts to influence the person's decision to drive.

Summary of survey findings

Changes in attitudes and knowledge

The factual and attitudinal data suggests that in certain key areas students' knowledge and attitudes were influenced by the road safety presentations. The evidence suggests that general changes in knowledge and attitude shift among students was equally likely to be achieved by any of the modes of delivery.

After the presentations students were:

- more likely to acknowledge that they could not reduce the amount of alcohol in their bloodstream by for example, drinking hot coffee
- much more likely to accept that even one drink affects the ability to drive safely
- more likely to agree that a zero alcohol limit for drivers should be enforced.

Both before and after presentations students:

- demonstrated consistently low sympathy with statements implying that it is acceptable to drink and drive in certain 'special' conditions
- were highly supportive of random police checks.

Perceptions of drink and drinking

Students were generally more likely to agree with negative statements about alcohol than positive ones.

- Over three quarters of the students questioned agreed that drinking is expensive, affects your health adversely and can lead to families breaking up.

Personal drinking habits

Students were asked about their own personal drinking habits.

- Ninety two per cent of students indicated that they had tried alcohol and 35% indicated they drank alcohol at least once a week.

There were differences in both the frequency of consumption and venue for drinking between the Scottish and Welsh students.

- The Welsh students (on average one year older than those in Scotland) were significantly more likely to drink regularly and more likely to drink in licensed premises, at disos and parties than the Scottish students.

Driving status and the relevance of the message

There were differences between the Scottish and Welsh students in relation to holding driving licences and taking driving lessons.

- Almost one in five Welsh students held provisional driving licences compared to less than one in twenty in Scotland. Fourteen per cent of Welsh students were taking driving lessons while only 3% of Scottish students were taking lessons. However the percentages of students who agreed that the drinking and driving message was relevant for them was very similar in Wales and Scotland (97% among Welsh students and 94% among Scottish students).

Awareness of anti drinking and driving advertising

- Eighty one per cent of all students reported seeing anti drinking and driving adverts in the month prior to the presentations with the vast majority of these, 86%, saying they saw such adverts on television.

Perceptions of the presentations

Students generally indicated more positive opinions and feedback about the theatre presentations than those from the RSOs or teachers.

- The overwhelming majority of students (95%) who received the play indicated that they found it enjoyable. Almost two thirds (63%) of those receiving a presentation from an RSO indicated enjoyment while just under one third (31%) of those students receiving a presentation from a teacher found it enjoyable.
- Those students who received the play were more likely, than the students receiving the other presentations, to indicate that they found the presentation hard hitting and that they learned a lot about drinking and driving.
- Those students receiving the play were less likely, than the students receiving the other presentations, to indicate that they found the presentation too long and that too many facts were presented.
- Almost all the students receiving either the play or a presentation from an RSO thought it was better way to learn about the issues than from a teacher. for the following reasons:
  - Students receiving the RSO presentation indicated that the RSOs experience of the issues was better.
  - Students receiving the play preferred the manner and style of presentation and the realistic nature of the presentation.

Opinions of what was best and worst in each of the presentations

Theatre presentation

- Students most commonly indicated that, the message was realistic (44%), that the acting was good (42%) and that the style of presentation was good (40%).
- Just over one third said that there was nothing bad about the presentation. Nineteen per cent found the presentation upsetting and 16% thought that the content was poor.

RSO presentations

- The most frequent responses to the RSO presentations were that, the video was good (56%), that they learned about the subject (30%) and that the message was realistic (20%).
- One quarter of students indicated that there was nothing bad about the presentation. Twenty two per cent found the presentation upsetting and 18% thought the content was poor.

Teacher presentations

- Most commonly students said that the video was good (35%), the message was realistic (34%) and that they learned about the subject (25%).
- Eleven per cent of students receiving this type of presentation thought there was nothing bad about it. Forty per cent thought the style was poor and 27% the content.

Students own experience of drinking and driving situations

- Almost one quarter of all students (149) indicated that they had been offered a lift by someone who had been drinking since the presentation. Over half of these students (56%) said the driver had been a male friend. Just under one third said the driver had been a parent.

- Seventy per cent of those students offered a lift accepted it. Most commonly they said that it was because they needed the lift or that they thought the driver was under the legal limit for alcohol.
- Of the thirty per cent who didn't accept the lift the most commonly cited reasons were that it was either a matter of principle or that they were frightened.
- Two hundred and nine students indicated that, since the presentation, they had witnessed someone drinking and attempting to drive. Seventy-one of these students said that they attempted to do something to discourage the person from driving. Most commonly this involved warning the driver of the dangers (48%) although 36% said that they took preventative action, including; hiding drivers keys, phoning for a taxi etc.
- Students were more likely to try to discourage drivers who had been drinking if they were closely related to them or they were male friends.

5 Evidence from the discussion groups

Introduction

The following findings are based on group discussions with mixed sex secondary school students from between years four and six (aged 14-17). These discussion groups of eight students on average were conducted in the five study schools before and immediately after the students had received a presentation about road safety from either, a theatre group, a Road Safety Officer or a teacher from their school. These discussion groups were reconvened after a further three months.

The intention was to sample the students' responses to the presentations and examine the effectiveness of the presentations in terms of their emotional, attitudinal and cognitive impact on students. This would be achieved through discussions which would illuminate aspects of students' awareness and behaviour relevant to issues concerned with drinking and driving.

The content for these discussion groups complemented the information collected through questionnaires given to students (see Chapter 3, 'Methodology'). The data from the discussion groups was collected mainly in the form of field notes with tape recordings for backup. Permission to record the discussions was obtained for each session. For a more detailed description of the discussion group methodology, please see Appendix 3.3.

The topics for the three discussion groups are outlined in Appendix 3.4, showing their associated sub questions, or probes.

Each of the discussion groups aimed to cover different themes:

- The first meeting (pre-presentation) served to establish general information about students thoughts on alcohol and drinking and driving. This would provide a base line for future comparisons. In addition this session explored students' expectations about what they might learn from the presentations.
- The second meeting (post-presentation) collected information on the students' immediate reactions to the presentations.
- The third meeting (longer term) probed the longer term effects and behavioural changes in the students which may have emerged as a result of the presentations. It also explored if and how the presentations had been developed as part of a wider programme of road safety education in the schools.

The kind of evidence yielded by discussion groups is not amenable to strict quantitative analyses and it relates to the issues and points raised in the group as a whole and will differ in the degree to which it applies to individual members. Such data helps provide an insight into a range of perspectives and concerns among young people.

Reporting

The findings from the student discussion groups presented in this chapter are reported under the five headings below:

- General factors
- Comparing pre, post and longer term presentations
- The nature of the presentation
- Students' ideal programme
- Student comments on Welsh medium

A concluding section summarises the findings from the earlier sections and draws out the major findings.

Reporting will refer to all five study schools and will only comment on national and language differences where these are salient.

The findings are illustrated throughout with quotes from researchers' notes or tape recordings of students themselves; the timing of the discussion group and the type of presentation (theatre group, RSO, teacher) the students had experienced is added in brackets.

■ General factors

This section deals mainly with background issues, factors and students' attitudes about drinking and driving which formed the bases of the pre-presentation discussion groups.

Why young people drink?

Students demonstrated awareness of a wide range of factors, contributing to choosing to drink alcohol including:

- positive effects of alcohol
- negative effects of alcohol
- the consequences of drinking and driving
- unavailability of transport/lack of money
- individual characteristics or situational factors
- gender roles.

It was clear that students recognised a 'feel good' factor underlying young people's drinking behaviour. The 'social' reasons for drinking were acknowledged in most of the groups and students often highlighted the influence that their friends and contemporaries can have on their behaviour:

> ***When everybody else is drinking, it gives you a better laugh and makes you more confident.***
>
> ***They do it because everybody else does.*** (Pre-Theatre)

There was also evidence that the students realised the effect that alcohol can have and how it affects judgement. Generally students showed a degree of sophistication about the positive and negatives effects of alcohol in relation to the amounts consumed. Some of the positive reasons why people drink were said to be: "for social reasons … alcohol makes you talkative - speak your mind … it makes you feel good … drinking helps you relax" (Theatre). Such positive effects are more likely to arise from drinking minor amounts of alcohol.

Deleterious effects of alcohol were also recognised:

> *They think they are in control [when they are not]* (Pre-Teacher) and
>
> *It's difficult to realise when you pass the limit; some people think they can get away with it; they don't know when they've had enough* (Pre-RSO).

Decision making: influencing factors

Much discussion took place around the reasons why people may drink and drive. The students generally thought that people didn't think too much about the consequences of drinking and driving. In relation to being stopped and breathalysed many thought that this was unlikely. For example:

> *[people think] it won't happen to me, it'll be all right this once.* (Pre-Theatre)
>
> *People think that they won't get caught; police is too easy on them.* (Pre-Teacher)

Unavailability of transport and shortage of money were also prominent factors in many of the discussions. This was especially the case for those living in rural areas where transport and distance is more likely to be a problem than in the towns and cities.

> *To get home after a night out - sometimes it's the only way [by car] of getting home.* (Pre-Theatre)
>
> *Getting taxis is expensive ... To get home [by car] it is often more convenient and cheaper* .(Pre-Teacher)
>
> *You'd probably rather spend the money with your friends and take a chance in a car.* (Pre-RSO)

Individual characteristics and situational factors were also mentioned:

> *It depends on the person really ... some people wouldn't admit they were too drunk to drive in front of their friends ...* (Pre-Theatre)
>
> *It is possible to offend somebody if you refuse a lift.* (Pre-Teacher)

Gender differences were mentioned, but opinions on issues relating to gender were much more common in the post discussion groups. Most of the comments mentioned in the pre-presentation groups highlighted the feeling among the students that there are strong social pressures on men to drink and to drink more than women. They thought that men were more likely than women to find themselves in social situations where alcohol was involved.

> *There is more pressure on men, something to do with being macho.* (Post-RSO)
>
> *Boys are more confident, they may not realise that they have had too much to drink.* (Post-Theatre)
>
> *Men are ... more likely to show off and more likely to be in similar situations to those shown in the video.* (Post-Teacher)

Other reasons mentioned by students for drinking and drinking and driving included: alcoholic drinks taste good, publicans sell drink to drivers, drinking gives you something to do, and pressure from partners to drive while under the influence of alcohol.

Attitudes towards drinking and driving

Students were asked about how they felt or would feel about being a passenger in a car where they knew the driver had been drinking. On the whole students were against being passengers in such cases. Equally they also appeared alert to circumstances that would make such a decision more difficult to make, eg if they had been drinking themselves.

Although this suggests that students have strong feelings and attitudes which would mitigate against them becoming involved in situations involving drinking and driving, there was also a recognition that real life situations are not always so clear cut. Reservations were expressed by a large minority of students who said that their decision to accept a lift or not would depend on circumstances, such as who the driver was, how much the driver has had to drink, whether they appeared drunk, whether they themselves had been drinking, and the distance to be travelled. Students said they were more likely to accept the lift if the driver was a parent. In another group students mentioned that the age and experience of the driver might be relevant.

While there were individuals in other groups only one group as a whole felt that they probably would accept a lift from a drunk driver. These students suggested that the most likely reasons for accepting such an offer included: lack of effective reasoning due to being drunk themselves, group pressure from others in the party to accept the lift, and – in the case of rural areas – the longer distances to travel often with little alternative means of transport.

On reflection the majority view among students was firmly against drinking and driving. Many of the groups had small numbers of students with very vociferous anti-drink driving attitudes. Such attitudes were most common amongst women. Generally, while students appeared to accept under age drinking (92% of those in the questionnaire survey had tried alcohol), they were far less tolerant of drinking and driving.

Importance of road safety education

Most students agreed that it was important for them to know about drinking and driving. This appeared to relate to the fact that the majority of students had drunk alcohol and/or had been involved in driving situations with other young people, either through learning to drive themselves (many were close to the age where they would learn to drive and preparing to sit tests, see survey findings) or accepting lifts when going out at night. There was also a (smaller) group who felt that, in any case, it was useful to know about the consequences of drinking and driving.

In summary, the majority of students felt that it was better to be aware of drinking, and drinking and driving issues now since many of them were likely to be driving soon. Students acknowledged the fact that young people often drink before they are legally entitled to and before they can legally drive. Only a few students suggested that drinking and driving messages were not relevant to them since they could not drive yet.

■ Comparing pre-, post- and longer-term presentations

This section is concerned with shifts in students' expectations, attitudes and perceptions as the discussion groups developed over time. The topics that were discussed during the discussion groups are outlined in Appendix 3.4.

The main areas in which shifts were found included: the gender issue; personal attitudes and situations, with particular reference to accepting lifts; and students' own perceptions of change.

Student expectations of the presentation

Most students did not recall any previous road safety presentation in school, though some recalled having learnt about drinking and driving and the effects of alcohol in other areas of the curriculum, ie Personal and Social Education. Several groups mentioned that they had been involved in presentations of various kinds in connection with drugs and AIDS.

Students were asked in the pre-presentation discussion groups what they expected the presentation to be like. This was designed to provide a base level against which to judge students' reactions to the presentations. The vast majority of the students were looking forward to the presentations. It is fair to say that the expectations were proportionate to the degree of familiarity with the presenter. The more students knew about the presenters the lower their expectations. It seems that students seek to get away from the daily routine of classroom interaction. As discussed elsewhere, Chapter 6 'Putting the Message Across', teachers were well aware of their relatively poor image with some of the students, and the other presenters were equally aware of their enhanced status in comparison with the teachers, particularly the actors. Some of the students had an image of RSO presentations as being about distributing pens and balloons.

Theatre

Generally speaking there were higher expectations of the theatre presentations in comparison to the RSO and teacher presentations.

The students in the theatre groups were more likely to express their expectations of the presentation in emotive terms. For example, they thought it would be effective because "somebody might get killed" and "it will be shocking"; they expected the theatre presentation to be 'different, lively and informative'. or 'hard hitting with plenty of blood to show what can happen if you drink and drive'. It was thought to be 'pretty serious' and likely to 'involve an argument' (Pre-Theatre group).

In comparison, the non-theatre groups generally felt that what they were going to get would be 'predictable' with a style akin to factual news coverage on TV. It was also likened to presentations the students received at primary school where road safety campaigns relied on handing out pens and balloons.

Road safety officer

The RSO presentation appeared to be slightly more difficult for the students to assess beforehand. For instance, one group had no suggestions about the kinds of things an RSO might do, but on the researchers probing thought that whatever he did 'it should be interesting'.

There were also indications that students expected the RSO presentation to be somewhat patronising with students making comments like: "Being a sign of authority means he will talk down to us." In another school, students who had previous experience of RSO presentations were less than enthusiastic about it this time: "Well, it'll be a skive" and "We had one [RSO] but we wouldn't shut up for him because he was boring". This last group focused on the content of the presentation and made the following suggestions on its nature:

- give the message to cut down on drinking and driving
- mention the penalties

- give examples of accidents
- using figures (statistics)
- using video.

Teacher

Though a proportion of the students had relatively poor expectations of the RSO presentations, it was clear from the pre-presentation discussion group data that the least positive expectations were held by the students in the 'teacher' groups. The majority of students expressed the opinion that the teacher presentation would not be very interesting. Students often described their expectations of teacher presentations with words like 'boring'.

In one group the comments referred to the style of different teachers, ie to teachers in general and not the teacher who was to present the message. This group appeared ambivalent about what was going to happen in the presentation, saying that teachers tend to talk down to students and do not encourage discussion:

> *They [teachers] don't relate to you, they don't ask you things, they just rattle on.*

Gender became an issue

The comments most often made during post-presentation discussion groups with respect to background issues raised in the pre-presentation discussions were related to gender. While few comments were made concerning gender before the presentations, it was a dominant issue in the post-presentation discussions. The comments related in the main to the presentations they had seen and to sex roles and stereotypes amongst the students themselves. The gender issue was most predominant in the teacher led presentations, and least in the RSO led presentations. From discussions with teacher presenters it was apparent that they often focused the students attention on this issue and gender featured strongly in the theatre presentations.

Many of the groups receiving the video presentations made reference to the fact that 'all the killers were men' and that the males were portrayed as more aggressive. Likewise, many groups in these presentations commented that the women were portrayed as 'passive' and that none of the drunk drivers had been women.

In the theatre discussion groups only one made reference to the two main characters in the play being women. In one instance a student said:

> *It was good that it was a woman driving in the play; you usually would think it would be a man.* (Post-Theatre)

At times the boys in particular felt threatened by the gender implications, for example boys in one group felt that they had problems relating to the emotional aspects of the video, and in another that men are under more social pressure (Post-RSO-5), something 'to do with being macho':

> *There was a general consensus that men drink more than women ... that men can handle it better. For men socialising more often involves alcoholic drink.* (Post-RSO)
>
> *A few years ago they had seen a play where the message challenged the macho image which was more important to the boys than taking on board the message.* (Post-RSO

The issue of gender roles is referred to in the survey fundings in response to the question 'What did you learn from the presentation?" students in discussion groups raised points about gender. They generally felt that the presentations they had received applied equally to girls and boys. However, there was also a tendency for students to agree that boys are more likely to drink and then drive and perhaps therefore the message is more relevant to boys.

Personal attitudes and situations

The students' ability to make up their own minds about the issues, their awareness and taking responsibility for their own and others' actions is a central tenet of this study and a topic in all the discussion groups. Discussions around this subject were lively and engaged the students though relatively few had previous personal experience to refer to especially since most of them were below the age at which they could hold a driving licence. They were most likely to be passengers. A substantial minority of the students said that they had never been in a situation where they felt uneasy about the driver being drunk or where they had to make up their minds about accepting a lift from a driver who had been drinking. (In a few ofthe groupsthe researchers felt students were reluctant to provide information about this.)

It is not surprising therefore that only a small number of students had experienced situations in the intervening period where they had to call on knowledge and attitudes touched on in the presentations. In all there were twelve students who were willing to talk about being in a situation where they had been offered a lift from a driver who had been drinking. Typically there was about one person in each discussion group who had experienced anything relevant in the intervening period. In many cases the students were not directly involved and, in those where they were involved personally, they had either decided not to accept the lift or they had tried to prevent the person who was drinking from driving.

Eight of the 12 incidents described by students involved other members of their family. This might simply reflect that Christmas had passed and that this is a traditional family-get-together period. However, as none of the students mentioned it and others mentioned that the incident happened on an ordinary outing, eg 'just a Saturday at the pub' it probably also reflects a more general pattern.

Presented below are brief descriptions of the twelve scenarios involving alcohol and driving and the actions or otherwise taken by the involved students.

Family related situations

- Another person had a brother who wanted to drive home (about 4 miles) after some drinking (about 3 pints). The student thought that the brother was 'a bit light headed' and should sober up and he persuaded the brother that if their parents smelled drink they would 'kill' him and he might not be allowed to borrow the car again. The student must have been quite persuasive because the brother walked home while the student himself took a taxi!
- One girl told of an incident where she was out with family and they drove home though they could have got a taxi. Her father, the driver, had drunk 'about 4 pints', and she was worried because he uses the car for work and if anything happened he wouldn't be able to work.

- One pupil recounted a story about his uncle drink driving over Christmas. "Well, my uncle was drinking and he went to drive but we couldn't stop him." [Researcher: What did you do?] "Nothing he does it all the time, he won't listen."
- One of the pupils said that they had been offered a lift to the shops by a friend of the family who had been drinking but had declined the offer.
- One boy said he had been out with parents who had a little to drink. "If the driver is a parent who cares for you, you wouldn't mind if they had had too much."
- A girl had a similar [out with family] experience. "I've been in a car and I hated it". All the students then said that they had this kind of experience.
- One of the pupils recounted an incident at a party at her sister's house where a man had been intending to drive home drunk: "There was one man and he was really drunk and he was just going to drive home. But my sister called a taxi and made him get into it."

Other situations

- One girl said she only realised that the driver had been drinking after she accepted a lift.
- One student saw a man leaving a pub after having about 5 drinks within 1.5 hours. The bartender "couldn't care less". The student felt 'a bit angry' at this, and said it showed the bar person's ignorance.
- One person was in a minor accident coming back from a night club just outside [name of town]: There were 3 people in the car. Nobody was hurt. The car went into a ditch, but they were able to continue.
- One girl actually refused a lift because she was worried about the driver being affected by alcohol.
- One of the girls said that she had been offered a lift by a drunk friend. She had refused. She said that she had been influenced by the play which she had seen earlier in the week.

Although the numbers of students who reported finding themselves in such situations was relatively small, the majority of the encounters described involved other family members. The students' opinions on whether it was harder to take action with family members that you know well or with acquaintances and strangers, was often a point of debate in the groups.

The most common reason cited for accepting a lift by somebody who had been drinking was one of distance to get home. In making the decision to accept a lift, students also mentioned other factors that they would take into consideration. This included their perception of how much the driver had drunk. Students also mentioned that it could be difficult to make sensible judgements because they themselves may have been drinking.

Feelings changed

In the post-presentation situation the consensus of students in half of the groups said that the presentation had changed their attitudes, favouring a 'harder' don't drink and drive message. The rest of the groups were divided between the consensus that there had been no change or there was no consensus.

In most longer term discussion groups students confirmed that they had changed their attitudes or feelings since the first group meeting, and there was no perceptible change since the second meeting.

The nature of the presentation

This section presents additional evidence, about the three modes of presentation, in terms of student reactions and a thematic content analysis of the programme.

Student reactions to the play

The outstanding finding related to the enthusiasm, generated among the students that the theatre presentation brought about. The expressions used were very positive, indicating that the play had exceeded students' expectations:

> *Fantastic - excellent - marvellous.* (Post-Theatre)
>
> *Students felt complete rapport with actors [and the workshop was] a good laugh but serious underneath.* (Post-Theatre)
>
> *Hard hitting, powerful.* (Post-Theatre)
>
> *The discussion we had at the end, you couldn't do that with a teacher. Doing it light-heartedly, the teachers wouldn't have been able to do that.* (Post-Theatre)
>
> *It was brilliant - it was powerful!.* (Post-Theatre)

The 'hard hitting' nature of the play, however, had in some students' opinions (particularly the boys), undesirable side effects. They suggested that the play was too emotionally upsetting.

> *I couldn't watch it after a while - it starts to lose its effect after a bit because they cry and cry. That's because it's true, but it does start to lose its effect. Yer, the crying dragged on for a bit.* (Post-Theatre)

At the end of each discussion group, students were given the opportunity to comment on any aspect of the discussion that had been dealt with, or the research itself. Students were very positive about the idea of having road safety programmes. The majority of these comments referred in one way or another to the play, not surprisingly given that all students appeared to know about the presence of the theatre company in their school and were curious and interested in the presentation. Among those who did not receive the play, curiosity was heightened by initial feedback from their peers who had witnessed the play and who were generally very positive about it. There was not one case where students suggested that it would be counter productive to have such programmes. Some illustrative examples are:

> *It [play] motivates, it's a contrast from ordinary school classes.* (LT-Theatre)
>
> *The most important factors were: no teachers, young presenters and most of the pupils would have liked to have seen the play.* (LT-RSO)
>
> *He [the RSO] was OK but I just wanted to see the play, because when they came out they all said it was really good* (LT-RSO)

Content analysis of students' comments about different modes of presentation

The strong reactions to the presentations, especially the play, prompted further consideration of the nature of the presentations. We carried out a preliminary analysis to see whether the different presentations generated more or fewer comments from the students and how these might differ. This analysis was not intended to reveal the subtlety of the comments, but rather to see if the level of interest generated by the different modes would show any differences. Findings from the analysis of statements made in discussion groups in relation to what the presentations meant to the students, are presented and compared by mode of presentation.

The discussion group data was analysed by counting the number of comments relating to four specific areas of interest which were identified at an earlier stage of the analysis as being of particular relevance to the students. The categories are illustrated below with examples:

Illustration of the categories used in preliminary analysis of student discussion groups

Social/emotional	**Samples from students' and researchers' comments**
feelings	*... some emotions. The presentation was described as "heavy" or too emotionally involved - it makes you shut off; One girl actually refused a lift because she was worried about the driver being drunk. They would not intervene because they felt asking someone not to drink and drive would be too embarrassing ...*
attitudes - how you feel about issues	*I've been in a car [with a drunk driver] and I hated it!*
how to influence friends' decisions	*One girl said that she had been offered a lift by a drunk friend. She had refused. She said that she had been influenced by the play which she had seen earlier in the week.*
Contextual/situational	
age relevant	*The programme should be delivered by young people.* *Generally, involving younger people in the programme was a good idea since you could relate to them more easily.* *Best time to start [teaching about drinking and driving is bout 16 just before most people start driving. Students are ready for it then.*
transportation issues	*Too far to walk home alone in the middle of the night.* *Difficulty getting home was mentioned as a main reason for accepting lifts ...*
how to deal with drunk drivers	*... and persuaded the brother to walk home ...* *Well there's nothing I can do about it. ...* *but my sister called a taxi and made him [a drunk partygoer] get into that.*
seasonal problems	*The best time for a presentation was just before Christmas when people were more likely to drink. The students also suggested that the best time to start this kind of work in schools was in the 2nd or 3rd year (13-14 years) when they suggested that most people start drinking.*

Awareness	
mention of several issues at once	*Majority view was that it depends on many factors [whether to accept a lift from a driver suspected of being affected by alcohol].*
	It depends on who it is and how much they have drunk.
	There is a conflict between the law and the ideal ... People don't actually know what the legal limit is, and at the end of the day ...
	They were aware of the differing effects of drinking on differing drivers.
remarks about stereo-typing or sex role models	*... girls would rather have a lift with someone who had been drinking than walk home in the dark.*
impaired judgement	*If you've been drinking yourself it is difficult as your judgement has been impaired.*
Factual knowledge	
facts	*Factsheets could be used to teach statistics.*
	Clearer messages and facts would be helpful.
getting 'hands on' experience; experiment	*The students would like to take part in 'tests', eg in a simulator. It would help to explain the effects of alcohol. ... a driving simulator would be a good idea since the students could look at the effect of alcohol on themselves.*
direct student involvement in activities	*Make us part of it, have a play and get us to act in it. I*
	t was also suggested that they could make their own video or put on a play.
involvement of real people or situations	*It was suggested that ambulance people (with photos of real accidents) could be involved ... basic First Aid people.*

The discussion group notes were marked for each occurrence relating to the above areas and counted. The results of the post and longer term discussion groups are presented below.

Findings of content analysis

This section describes the findings from the analysis of the thematic content, comparing the three modes of presentation. The findings are summarised in Table 5.1.

There is a highly salient drop in emotional content from post to longer term in the theatre mode (see Table 5.1). The drop was not surprising given the high levels of enthusiasm, even excitement, expressed by the students in the theatre groups immediately after the presentation.

In the light of the relatively less enthusiastic remarks made in a majority of the teacher presented discussion groups, there was a surprising rise in comments about factual knowledge in these groups. This finding can perhaps best be explained by viewing this response as a result of the students' perceptions that the teacher is traditionally expected to convey facts. The rise across all modes of presentation in comments referring to 'context and situations' can be explained by the focus of the longer term groups which was explicitly concerned with students' experiences of recent situations.

Table 5.1 *Showing number of references of post and longer term presentation content analysis for each mode of presentation*

Area	**Theatre**		**RSO**		**Teacher**		**Total**	
	Post	*LT*	*Post*	*LT*	*Post*	*LT*	*Post*	*LT*
Social and emotional	33	16	14	16	17	16	64	48
Contextual and situational	6	17	7	14	4	18	17	49
Awareness	9	4	8	7	16	8	33	19
Factual knowledge	8	8	14	14	13	18	35	40
Total	56	45	43	51	50	60	149	156

Students' ideal programme

In the longer term discussion groups, students were asked about their 'ideal' drinking and driving road safety programme and their responses also included some spontaneous references to the presentation they had seen.

Using a discussion around a hypothetical or idealised programme turned out to be very fruitful. Students had more control over the discussion, with opportunities to talk about their experience of the presentation, and to allow their general preferences and attitudes to surface.

Discussion groups were asked: If you were asked to help in the design of a road safety programme that would discourage young people from drinking driving, what would you suggest?

The findings are presented under the following six headings which while not mutually exclusive nor exhaustive, reflects an overview of an 'ideal' programme.

- What should the ideal programme look like?
- Who should deliver the programme?
- When is the best time, in terms of age and school work, for this programme to take place?
- What materials would be useful?
- Who else should be involved and in what capacity?
- Other comments.

What should the ideal programme look like?

A variety of suggestions were made, many with components where students were actively involved. For example, students in one post-teacher group:

- were very keen on using a drama or theatre play, though a video could also be effective
- would involve people from accidents so that they could talk to them
- would have a first aid component
- like some kind of experiment using a driving simulator.

Action by students themselves was a key feature suggested by most groups, and in particular in having discussions among themselves and with people who had been involved in accidents, and in making their own play or video.

The presenters themselves were also considered important. It was often suggested that presenters should be approachable people whom you could relate to. For this reason they would use a theatre play like they had seen.

One or two of the pupils also suggested that they could do something themselves, since teenagers in school can relate better to each other than to teachers.

Students suggested being involved in other ways, for example, in carrying out some sort of research activity giving students 'hands on' experience with experiments or surveys. They even considered using an experimental paradigm to try different amounts of alcohol, perhaps with people of different ages, for example, and then do different kinds of tests.

> *The students would like to take part in 'tests', eg in a simulator. It would help to explain the effects of alcohol on students personally: People would learn that they can't drink and drive* (LT-RSO-5)

> *It was also suggested that experimentation might be a good idea, with different groups [of students] taking different amounts of alcohol [as in documentary they had seen on the TV].* (LT-Teacher)

Schools might find these suggestionsrather difficult to implement.

One aspect of students' keenness to get actively involved in programme development appears to be an attempt to counteract the repetitive nature of daily classroom life. This point was stressed by the younger group of the respondents. Any programme that offered an alternative to the ordinary (didactic) teaching situation seems to be desirable.

> *The play motivates, it's a contrast from ordinary school classes ... It's good to have discussions and air your views ... If you've got something loud and eye-catching, chance is that people will sit up and notice - like the play.* (LT-Theatre)

> *The programme should include a play and discussions. It shouldn't be like a normal lesson.* (LT-Theatre)

The content of the ideal programme received some attention from the students. Students would prefer presentations to be concise and stimulating with a degree of fun included. There was also a group of students, usually boys, who thought that programmes which utilised 'scare tactics' work well, and that explicit presentations of blood and gore have a deterrent effect.

> *Shocking people, show people dying in a crash, so you realise what can happen.* (LT-Teacher)

Students also stressed that their ideal programme should be linked to other events in the community and their lives outside school. In addition some of the students suggested it was important that the messages carried by such presentations should be linked to and reinforced in other school subjects as well as out of school activities, including reading teenage magazines.

> *Students could carry out research as part of their other courses, such as a survey of primary 7 pupils to see how much they know before they come to secondary they could learn about gathering data and analysing it.* (LT-RSO)

> *Road safety should be advertised more on bill boards etc. and in other media, eg in TV and teenage magazines.* (LT-Theatre)

Two groups commented on the semantic content of the message itself.

> *One student thought that Kill your speed - not a child was good because of the catchy phrase which is easy to remember. Catchy songs may also help.* (LT-Theatre)

> *The message should be not to drink at all. There is a conflict between the law and the ideal. People don't actually know what the legal limit is and at the end of the day you better say: If you're going to drink then don't drive! - Everyone would know where they stand.* (LT-RSO)

Who should deliver the message?
Most students thought somebody from outside school should deliver the road safety message. Some students said they did not feel free to speak in front of teachers. A minority felt that having teachers as presenters was better than an outside presenter because of their established relationships with teachers. It was felt that people with personal experience of accidents would be in a good position to deliver the programme, either because they know more about the ramifications of being involved in an accident or they would be closer to the students' age than teachers. In some cases it was felt that it would be more difficult to communicate with authority figures like police constables. As the following comments from researchers and students in discussion groups indicate, students valued being related to as individuals who had relevant opinions and ideas which they liked to share and discuss with others.

Somebody other than teacher

> *The theatre had been 'heavy' but had got the message across, it was down to earth and involved real approachable people, whom you could relate to, not like the teacher.* (LT-Theatre)

> *They were unanimous that it should not be delivered by a teacher. A theatre group was a good idea. Since they were strangers you did not feel awkward talking to them.* (LT-Teacher)

Young people

> *They would prefer young people to put the message across - not teachers. They felt it was all right to talk to me [researcher] because they would never see me again.* (LT-Teacher)

> *Most students said they want somebody their own age to present, and not the police: They [the police] tend to go on about it* (LT-Theatre)

> *Somebody that's not too old because we can understand them and will listen to them.* (LT-RSO)

> *They would rather talk to real people than actors. The play could be performed or students could take part themselves.* (LT-Teacher)

The two most frequently mentioned factors were: 'no teachers' and 'young presenters'. Other factors mentioned included: 'being nice', 'somebody who can control the boisterous elements', 'real people' with reference to convicted drivers and victims.

When is the best time to receive the message?
There seemed to be general agreement amongst students that the right time to introduce the issues is when young people start experimenting with alcohol, and drinking regularly. There were one or two other suggestions, most saying that it would be best to wait till students learn to drive Similarly, it was suggested that it would be best to start drinking and driving awareness courses when students start drinking or 'experimenting' with

alcoholic drinks with 'follow up' messages when students learn to drive to 'refresh your memory', around the age of 17 (LT-RSO-5). One group suggested that the 'bloody stuff' (pictures of real accidents) should wait till students were old enough, though the younger students could learn about the facts. To some extent most of the comments reflect the idea that the while the message could be delivered over a fairly wide age range, the actual content should be geared to specific ages – bearing in mind the fact that our data suggests many students drink from age 14.

Helpful materials

A variety of materials were suggested as appropriate for the ideal road safety programme. Most of these seemed to be ideas related to the presentations that students had experienced themselves. The only new item was the use of compact disc read only memory (CD-ROM). Other suggestions included:

> *The most useful materials would be videos and driving simulators. Books and leaflets were boring.* (LT-Theatre)
>
> *They suggested using the RSO video again because it was emotional*
>
> *The students mentioned TV programmes (including accidents) and pictures from real life.* (LT-Teacher)

Other informants

When the question of presenters came up, the students distinguished between the presenters on the programme, those responsible for the delivery, and other outside informants. The most important groups mentioned were the victims of drinking and driving, in some cases this included the driver who had been drinking alcohol. Ambulance and first aiders were also thought to be helpful as they could relate the horrors of what might result from drinking and driving.

> *One or two of the pupils suggested that both victims (family members) and drivers involved in road traffic accidents where alcohol had been a factor was a good idea for presentations.* (LT-Theatre)
>
> *It was suggested that RSO's, First Aid people or ambulance staff (with photos of real accidents) could be involved. One person mentioned that parents ought to know more and could perhaps be involved.* (LT-Teacher)
>
> *It would be good to involve people who have experience of accidents or who have been caught drinking and driving and know the effects.* (LT-RSO)

■ Student comments on Welsh medium

With respect to the Welsh medium issue, the evidence from the student discussion groups showed that the message was considered more important than the language in which it was presented.

Pre-presentation

There was a general agreement among students that topics like this should be a vital part of the curriculum, that adverts, etc. should be bilingual, and that the theatre presentation should be in Welsh.

After-presentation

The fact that the play and workshop were performed in English did not seem to matter too much to the students, as the message was seen as more important than the medium. However, some students felt that the play would have been even more powerful in Welsh.

Likewise, the students who had been at the RSO presentation had no difficulties with watching a video in English. One student summed up their feelings "Same message whatever the language." The students in the teacher presentation also voiced no real concern that the video had been in English. The leaflet they had received was in Welsh. Some considered that this leaflet contained 'too much information'.

It could possibly be argued that the particularly 'strong' messages used in the presentations make the medium less relevant, especially the play which is so rich in non-verbal communication.

Longer-term

Students in the longer term discussion group made one reference to having seen bilingual posters but no further comments were made about the Welsh medium as such.

Summary of discussion group findings

Attitudes

- Young people drink for a variety of reasons and appreciate the positive effects from drinking alcohol whilst recognising that alcohol may also produce negative effects. Negative effects of alcohol: people don't think too much about consequences or they believe that they won't get caught; unavailability of transport; lack of money; individual characteristics or situational factors; gender or sex role pressures.
- On the whole students were against taking lifts in cases where they suspected that the driver had been drinking. They also appeared alert to circumstances that would make such a decision more difficult to make. These included,
    - lack of personal judgement due to being under the influence of alcohol
    - peer pressure to go along with the group
    - distance involved and appraisal of likelihood of alternative means of transport.
- The general attitude was that whilst the students accepted and possibly indulged in under-age drinking, there was a feeling of dislike of drinking and driving.
- Most students felt that it was important for them to know about drinking and driving. This was related to themselves drinking alcohol and/or being involved in driving situations with other young people, either through learning to drive themselves or accepting lifts when going out at night.
- The majority of the students were looking forward to the presentations. However, the more familiar students were with the presenters the lower their expectations. It seems that students seek to get away from the routines of classroom interaction. The younger age groups appeared to be more disaffected in this respect.

Comparing pre-, post- and longe- term presentations

- Gender became an issue in relation to the stereotypical sex roles presented in the videos. It is probable that this is partly the result of presenting teachers making observations about such with students.

- Personal experience was lacking in the majority of students. All together there were 12 students reporting having been in a drinking driving situation between the period from the presentation to the longer term discussion group.
- The majority of the personal experiences, involving alcohol and driving, discussed in the longer term discussion groups had involved other members of the students families.
- The most common reason cited for accepting a lift from somebody who had been drinking was one of distance to get home.
- Students reported that they had changed their attitudes to drinking and driving as a result of the presentation.
- In the post-presentation situation the majority of students in half of the groups, said that the presentation had changed their attitudes in favour of a 'harder' don't drink and drive message.

Thematic content expressed in discussion groups

- There was a highly salient drop in emotional content from post to longer term in the theatre mode. This is likely to indicate the initial emotional impact of the theatre presentation on the students who witnessed it.
- There was a rise in comments about factual knowledge in the teacher groups, where a drop in 'awareness' was also observed.

Ideal road safety programme (mode of presentation)

- Key features of the ideal programme suggested by most groups was action by students themselves, either in discussions or in making their own video or producing their own play. A first aid course was also suggested.
- Other ways students would like to be involved would include carrying out some sort of research activity, to give students 'hands on' experience with experiments or surveys. Other suggestions included: trying alcohol for personal experience; getting away from the classroom, being involved in more stimulating activities; and linking drinking and driving issues to other curriculum areas.
- Most students preferred somebody from outside school to deliver the message - this was especially true in conducting discussions. Some students did not feel free to speak in front of teachers, though a minority felt that familiarity with teachers is better than having an outsider.
- The right time to introduce drinking and driving messages is when young people start drinking and/or experimenting with alcohol. Our survey results suggest this happens at a fairly early age, possibly younger than 14.
- A variety of materials were suggested as appropriate for the ideal road safety programme. Most of the ideas brought up by the students were related to the presentations they had already received. The only new item was the use of CD-ROM.
- Many students suggested that involving people who had first hand experience of the consequences of drinking and driving would be valuable. This could include talking to victims and para-medics. In a few cases students suggested talking with the convicted driver.

Welsh medium

- The evidence from the Welsh student discussion groups showed that the message was considered more important than the medium. Students did not express a strong preference for a particular language medium.

6 Views of presenters

Introduction

The findings presented in this chapter are based on interviews and discussions with presenters about putting across road safe messages about drinking and driving. These were carried out on either an individual or group basis and included the following:

- 'structured eavesdropping' sessions and individual interviews with teachers
- group discussion with the actors
- individual interviews with the Road Safety Officers (RSOs)

The aims and methods for each of the data gathering methods are described in detail in Chapter 3, 'Methodology'. These discussions and interviews provide perspectives from experienced professionals about factors likely to enhance the effects of different modes of presentation. Throughout this chapter quotes from researchers' field notes, or from teachers, are used to illustrate the findings emerging from the research.

Reporting

The findings will be presented in four sections under the following headings:

- What students might learn from the presentations
- General issues concerned with advantages and disadvantages of a theatre tour
- Factors underlying a successful theatre tour
- Integrating road safety messages into the curriculum (including Welsh language medium).

The chapter concludes with a summary.

Advantages and disadvantages of a theatre tour

This section examines what presenters – mainly teachers – and their colleagues thought about the merits of a theatre tour. They covered areas and issues like:

- suitability in working with sensitive issues and 'impact'
- outside presenters (or non-teachers)
- the whole experience of the students.

Suitability and 'impact'

Drama was in many cases perceived as being particularly suited to deal with current social and experiential issues in a way that teachers could not. On the one hand this appears to be connected, with the perceived role and style of teachers by students. Teachers are rarely seen, by students, as being legitimately qualified to discuss contemporary social and personal issues. This is likely to affect the motivation of students. On the other hand the materials used in the presentations are also likely to be more or less suitable for dealing with the issues. In order to increase the effectiveness of the learning situation, presenters were also keen to address the issues in relation to students' experiences outwith the school.

Drama presentations were consistently seen by teachers as a highly suitable method of dealing with a variety of sensitive social issues. This was especially felt to be the case when a workshop format was used.

> *The outcome of a theatre in education project can be more 'powerful' than a six week structured plan ... A very good one on AIDS last year where students got a chance second time round to stop play and alter events, ... This could work equally well with drinking and driving.* (Teacher)

In comparison with the other modes of presentation the play was perceived as being more effective in the sense that it has more 'impact'. This impact was generally defined by teachers as comprising strong motivational/attention grabbing elements. In addition the play was felt to encourage people to reflect on the presentation and thereby influence their future decisions and behaviour.

> The teacher who attended the theatre presentation had some previous experience of a road traffic accident and found the presentation a 'bit near the bone' but at the same time had marvelled at the [emotional] impact of the presentation. She said that the script and the music helped the impact and that the first section of the play was probably of relevance to pupils who could relate directly to it. The actors taking part in the presentation gave a real human impact. (Researcher's note)

> There was consensus that the theatre would be more effective than the other two methods of presentation. One teacher felt that pulling in somebody from outside the school is effective. (Researcher's note)

> *It [the play] has more impact than a video ... every department in school uses video for one thing or another ... They tend to switch off ... I think now it's moving wallpaper. Whereas the theatre presentation, there's no way you could fall asleep during that today ... and I don't think any of them [the students] were quite sure what was going to happen next.* (Teacher)

In dealing with sensitive issues it is important that the message or story is as meaningful to as many of the students as possible. For example, one of the play's strengths was that it was seen as a 'family story' or drama rather than one of crime and punishment. Therein lies its strength:

> *Kids are part of families and relate to family stories. So, yes, I think the play has the impact.* (Teacher)

The positive aspects of the theatre presentation was one of the most frequently made comments by teachers. Both those who saw the play themselves and those who did not see it affirmed their belief in the contribution to learning that drama can make. They often said that more students should have had the opportunity to see the play and that they would like the theatre tour to visit their school again. Typical reactions included:

> *They would like to get the play back again. The theatre play seems such a valuable and dramatic experience for the students allowing to have issues explored.* (Teacher)

> All three teachers would welcome the drama type of presentation put on by the theatre group. They were very positive about the involvement of drama and role play in presenting curriculum. (Researcher's note)

Roles of outside presenters

Generally the students regarded the actors more highly than the RSO or teacher presenters. This positive image is likely to be related to the students identifying more readily with the actors and the play. For example, the actors pointed out that the *Night on the Piss* introduction to the play should be understood as portraying the 'real life' circumstances of young people and thereby 'winning over' the sympathy and attention of young people.

This resonates with teachers saying that sensitive issues are often best dealt with by people from outside school. Students also mentioned the benefits of having visiting 'experts' coming to schools, eg victims or relatives of victims. Such outside groups were perceived to give an added sense of reality and relevance to students' learning. In one example a teacher had a member of Alcoholics Anonymous come and talk to the pupils about the misery alcoholism can cause. The teacher felt that the pupils could relate to someone talking about their own experiences and the teacher's impression was that the students gained a lot from this. In line with this understanding the actors were seen by teachers as closer in age and characteristics to the pupils than either the teachers or RSOs. Identification with the characters and story can be effective in providing a 'powerful' role model or example, relevant to students' lives outside school and equally the experiences in the play are likely to include ones with which the students can identify.

Characters in play and videos

The realism of a play or video depends to a certain extent on the characters in them. In the play the characters are 'rounded' in a way that those in the video are not. The play manages (in a very short space of time) to convey the personalities of the characters, assisted by the family narrative which adds additional weight to the relevance of the performance. The importance of the 'family story' used in the play was picked up by one teacher who in informal discussions also referred to the large number of students who watch soap operas where the family setting is a prominent feature. These comments resonate with the high proportion of students who recounted in the discussion groups incidents of drinking and driving taking place in family settings or in the company of family members.

Novelty value real life

Teachers were generally of the opinion that the usefulness of the theatre, and other outside groups, stem in part from novelty, the chance for students to get away from daily classroom routines. Similar comments were recorded by students.

Teachers saw outsiders coming into schools as a refreshing and exiting experience. Teachers said that it is a kind of morale booster for the school as a whole.

Teachers perceived other benefits, for themselves as well as their students. The project through the 'suggested outline for teachers' encouraged them to use less didactic approaches in dealing with sensitive issues and presented an occasion to pursue the 'pastoral' side of their jobs.

The whole experience of the students

Presenters on several occasions commented that it is the students' totality of experiences, and not just those within the school, that have to be addressed if a programme is to be effective. In other words, it is necessary to recognise the importance of students social circumstances outwith the schools in forming and informing their behaviours and attitudes. For example parental attitudes to education are seen as very important in the success or otherwise of children at school.

> *I suspect that we have a higher proportion of students driving than most schools have. Drugs is a local problem with [name of town] being a depository of the sixties when parents wanted to get away from it all.* (Teacher)
>
> *Drinking and driving is an issue mainly because of the distances involved. We have an appalling public transport system. Driving is not just a matter of affluence. About a quarter live in [name of town] the rest live outside, up to 15 miles away. The social life evolves around the night clubs from age 14-15. Transport is arranged between taxis, willing parents and the odd student who doesn't drink.* (Teacher)

Implicit in the teachers' contributions was a desire to influence students' behaviour either by enabling students to make their own decisions, and resist peer and other pressures, or through sanctions. For example, one teacher mentioned it might be worth exploring assertiveness training so that pupils can learn to resist peer and other pressures. Another teacher mentioned that the school has made it clear that drinking and driving offences will invoke disciplinary action from the school.

> *You care for them and sometimes you have to use scare tactics.* (Teacher)

The message

Although the majority of teachers seemed to accept the message of "don't drink and drive" a minority, reflecting on the importance of the totality of students' lives, thought that education involving social issues is no longer simply about inculcating rules. In their views, the focus has changed from "don't drink" to possibly "drink sensibly". They saw this as a more 'realistic' approach and stressed that it can enhance the effectiveness of the message. This opinion concords with that expressed by the actors, who felt that the point of the workshop is not to impose ideas on the students, but to get them to talk about the issues and come up with their own opinions.

Summary of advantages and disadvantages of a theatre tour

- Presenters consistently see theatre as a highly suitable method of dealing with sensitive social issues
- Theatre is seen as having greater 'impact', than other presentation types, in its ability to motivate and influence students future decisions and behaviour
- Involvement of people from outside the school provides the staff and students with additional relevant resources and experiences
- The play is seen as particularly effective in recognising and building on the students' experiences outwith the school

■ What students might learn from the presentations

Presenters were asked, "What do you think the students have learnt from your presentation?" Teachers did not think that specific learning outcomes in terms of factual knowledge were the aim of this type of education – perhaps as a result of the suggested lesson plan that they had received.

Rather, they saw the outcome in terms of raising student's awareness of the issues around drinking and driving. This approach was also implicit in the lesson plans which contained elements such as:

- how could events been changed
- re-write one of the stories to have a happy ending

- generally discuss...
- are students aware...
- encourage students to think of alternative methods of transport.

Teachers sometimes indicated that they thought students knew more than teachers themselves did about some of the issues. In discussions, many of the teachers said that the questionnaires were difficult and that they could not themselves have given correct answers to many of the questionnaire items.

■ Factors underlying a successful theatre tour

In any presentation the 'impact' or efficacy of a message is dependent on a variety of factors, including the status of the presenter and the style of the presentation. Presenters identified three main factors as contributing to the effectiveness of the theatre production,

- quality of the presentation and of materials used
- planning and inter agency liaison
- relevance

Quality

Teachers stress that for any message to be put across effectively the presentation has to be of a high quality. The importance of the quality of the presentation was considered both in terms of the style of the presenters and the materials used. The impact of the drama was seen as heavily dependent on both the production and the performance.

> *Theatre in education is good only if the quality of the theatre is high. One theatre in education project can be more 'powerful' than a six week structured plan, especially when they are workshop oriented.* (Teacher)

Quality in the presentation: style

The presenters are one of the most important factors in a presentation. If their professional quality is poor the effectiveness of the message will be reduced.

The actors' abilities was seen as the key factor in putting the message across. Drama specialists, teachers, and students all agreed that the production and the acting in *Too Much Punch for Judy* had been of the highest quality.

The theatre group also felt that the quality of the production is an important influence in the 'impact' that the message will have. A great deal of effort is invested in making the performance and workshop up to date and relevant to young people. To this end lively music is used, and the introduction *A Night on the Piss* is tailored to acknowledge the fact that most young people drink. Through inclusion of such elements in the production it is hoped to 'win over' the audience.

Teachers recognised that it was often difficult to ensure a play of high quality for their students. Seeing the play beforehand or using an established company with a good reputation was one way of tackling this problem.

Teachers' comments on the RSOs generally concentrated on their style but teachers also recognised the contribution that they can make in terms of calling on their experience in presenting on the issues. However, the standard of RSO presentations generally was perceived by teachers as highly variable and their teaching styles were seen as sometimes inappropriate.

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Related to this, the teachers were clearly aware of the dangers of 'preaching' to the students (an approach that was also described by students as being counter productive) especially about sensitive topics or those where it was felt an 'establishment' approach would be perceived negatively by students/pupils. Some teachers thought that the teacher's role of authority is in conflict with the requirements of dealing with sensitive issues. It was felt that students could have difficulty in talking with teachers about sensitive issues generally and their experiences of drinking and driving in particular. Such comments concur with those of students.

In addition to the role of authority that the teachers hold in relation to their students, some teachers recognised that a didactic teaching style is not suitable in dealing with sensitive social issues. By didactic we mean methods of instruction which are concerned with imparting skills or facts rather than with inspiring ideas. The didactic approach is thus thought of in contrast to education in the broader sense. There is also a sense in which the control element rests with the teacher or the learner.

Teachers were generally aware that 'lecturing' with regard to sensitive issues is counterproductive, and one teacher commented that the black and white message of "don't drink" is outdated. This teacher stressed the inappropriateness of a message which would be perceived as perhaps not sophisticated enough; if presenters simply say "don't drink and drive, that's it, they've lost it. Education isn't don'ts." (Teacher) A more appropriate (and modern) way to deal with sensitive issues is to think of a more considered approach, as already mentioned.

Teachers also generally felt that presentations could be made more relevant to students, and hence more interesting, by using local statistics, supplied by local district council Road Safety Committee.

Quality in materials

The issue of quality also applied to the materials used in the other modes of presentation. For example, many negative comments from teachers related to the video used in their presentation, the Portman Group's *It Could Happen to You.*

This video was considered disjointed and in one case needed to be shown several times before the message became clear. It was considered important that there is a wider context to the materials

> *I found it [It Could Happen to You] a bit disjointed ... I suspect the students learn more about [drinking and driving from a soap opera] because a soap opera is in context ... there's a thread already established, whereas with this there's none.* (Teacher)

> *He felt that the soap opera style of many drink driving videos was fine but they needed to be well edited and easy to understand. The video that had been given for the teacher presentation had been shown three times as the plot was too embroiled [for his younger students].* (Teacher)

Planning

Planning is central to a successful theatre tour. This involves effective liaison between the main agencies, schools, Local Authority (in the shape of RSO co-ordinators or other office) and the theatre company. Planning for schools includes making logistical arrangements such as time tabling, seating arrangements and so on, and planning with regard to the message and the curriculum.

Logistical arrangements

Logistical arrangements for the drama, carried out on the part of schools can have a bearing on the performance. For example, having adequate space for the presentation and the seating arrangements for the audience are important in maximising the potency of the presentation. For schools such events require considerable efforts in organisation. This was especially true of those schools involved in the project since they had to arrange for three presentations to take place simultaneously. To help schools prepare for the practicalities of a major event, the theatre company issued guidance to schools about their requirements in advance but it was evident from teachers comments that such information did not always reach the teachers most concerned.

The actors main impression from the tour was that although they had been well received, schools generally seemed more unaware of the presence of the theatre performance than usual. They attributed this to the assumption on behalf of teachers that (incorrectly) the play was just for the students and that they would not be welcome. Another difference from previous tours was the absence of leaflets and information sent to schools. The theatre company had submitted the usual material to the contracting authority, including a breakdown of the play and photographs. Usually programmes are sent to schools before the play, and in some areas the Road Safety Team sends teaching packs to schools. Due to the short time between schools agreeing to take part in the research programme and the theatre tour starting, the usual materials were not always distributed in sufficient time.

Interagency liaison

Liaison about materials

Integration into events in schools is also seen as having an influence on efficacy of using outside groups or materials such as videos made outside education. There is a danger that material or presentations become disjointed (as evidenced in the comments made earlier) in comparison with, for example, soap operas which have continuity between episodes and can deal with several social issues concurrently.

A practical example of the type of work that needs to take place in inter agency liaison was provided by one Deputy Headteacher who mentioned that the school would like to get the play back again. However, the RSO organiser would have to be contacted and, the teacher suggested, it might then be possible to have the theatre coming back on a 2 yearly cycle.

But there is no plans at the moment to incorporate the play into the curriculum, but the school 'will definitely get in touch with' the RSO organiser.
Teachers saw a role for the local authority in arranging and paying for theatre tours. Further points will be made in the subsequent section on integrating the message into the curriculum.

Liaison about content

The second area of planning involves liaison about the content of the play and the workshop. Teachers found it helpful to know about the content and style of the theatre presentation so that they could integrate the play with current teaching. Teachers also thought that messages about sensitive or controversial topics should be consistent with the social education programme as a whole, with students' learning and with their personal development. The theatre input was seen as only part of a whole programme prepared by teachers. Staff felt it important that they have to be adequately briefed on the content of the play .

> *You've got to prepare the pupils for them [outside groups] coming in ... the outside agencies are emphasising what has already been taught.* (Teacher)

In one case a teacher expressed concern that they could not control the message of the presentation and the values contained in it, to ensure consistency with those taught in school.

> *I think the disadvantage is that we don't control it ... we've no idea what the content is going to be ... if it's going to be pitched at the correct level ... It gave alcohol a pretty good write-up, didn't it, you have a good time ... it was maybe a bit too positive, [saying] you can't have a night out without getting pissed, that was the message that came over there.* (Teacher)

Teachers felt that it is important for them to be informed about various aspects of the play, particularly how it deals with 'sensitive' issues. There was however no suggestion that this would necessarily have led to more coverage of the issues in the period between the presentation and the longer term data collection.

Liaison means follow-up

Presenters talked about possible ways of extending the experiences that students had received in the play and workshop. Follow-up to the theatre presentation and the workshop was seen as extending and building upon the experiences of the students, enabling them to explore their reactions and the issues involved. It was apparent from discussion with both teachers and students that such follow up work happened rarely, if ever. Teachers generally saw such follow up as requiring valuable time and resources, resources which were presently stretched in covering their mainstream curricular commitment.

RSOs have a remit to support teachers and keep road safety issues on the agenda. The teachers gave little suggestion of such support happening in a systematic fashion.

The actors corroborated this impression when they commented that schools generally seemed more unaware of the theatre performance than usual and attributed this to teachers' assumptions that (incorrectly) the play was just for the students and that they would not be welcome. The group believed this was a shame as the play covered an array of topics which the teachers could then follow-up in other lessons. (Actors)

Relevance

Relevance can be thought of as making sense in terms of the age of the students, their ability to consider fully the ideas and concepts in the presentation, and appropriateness in relation to students' experiences outwith school. Appropriateness in relation to their experiences outwith the school is discussed under advantages of using outsiders to present sensitive issues.

The actors mentioned that the efficacy of the play and workshop may be dependent on the age or maturity of the students. They said that there was a perceptible difference performing for the older students in Wales and the younger students in Scotland. The actors felt that fourteen year olds' relative lack of maturity was highlighted in their embarrassment about the emotions expressed by the actors in the play. In the workshop this was also evident. Younger students are often less willing to speak out in the workshop. Since the actors felt that the point of the work shop was not to impose ideas on the students, but to get them to talk about the issues and their own opinions, this was difficult to realise if students are less willing to speak.

Summary of circumstances in which theatre tours are most successful

- The logistical arrangements made by schools are very important in maximising the potential of the play and workshop
- Presenters stressed the importance of liaison over the content of presentations by outside agencies. This would help to prepare students for the play and assure consistency in ethos and values conveyed in the presentation with those of the schools
- Liaison between schools and outside agencies should continue after the presentation to realise the full learning potential of the event
- The 'impact' of the workshop is dependent on the maturity of the audience

Expected long term effects of each mode of delivery

From the presenters' point of view the most salient effect of the presentations should be that students' awareness of drinking and driving issues are raised. Of lesser importance was that students would also learn about facts. The majority of the accounts given by presenters, actors, RSOs and teachers alike, is to make students aware of the issues and to be sensible. That means that there are many other areas that become important, apart from the transmission of factual knowledge. The various aspects mentioned by the presenters testify to the complexity of the issues. The following paragraphs describe the kinds of issues that presenters made reference to.

Generally speaking, actors mentioned the discussion of issues surrounding the effects of drinking and driving, eg grief, guilt and so on, as being important. The RSOs were keen to help students stay out of trouble and stressed the consequences and sanctions that people may be subjected to if they are involved in drinking and driving.

The student-teacher relationship was recognised by teachers, and students, as sometimes strained, resonating with the more negative view that students expressed about teachers as poor facilitators of discussions about sensitive issues. In this context, bringing in outsiders may have a respite function, when teachers and pupils are separated from each other because somebody else interacts with the students. Equally it may put teachers and students into the same audience, thus effecting a degree of communality in so far as both students and teachers are sharing the same experience from a similar position.

> *We make a very deliberate policy of asking the students whether we can stay or not. It's up to the students whether they want teachers there or not. More often than not they'll agree to have teachers there - they think that we need educating as well!* (Teacher)

There is little or no 'hard' evidence of the long term effect of the presentations, but it was found in the interviews and observations that presenters believed there may well be changes in student behaviour. In some schools teachers stressed that they had very few, if any, problems with students getting involved in drinking and driving related incidents. An RSO also mentioned that he could not make students act or refrain from acting in particular ways, his job was to present the possible consequences of what might happen and it was then up to the students themselves to act accordingly. The RSOs also mentioned that young people had a stronger anti-drinking and driving attitude than older people.

Summary of expected long term effects

- Presenters mentioned that the students' awareness of the issues would be raised, that attitudes would be affected, but that students would also learn facts

- Teachers also mentioned that the theatre presentation could have beneficial effects for the school and for their relationship with students

Integrating road safety messages into the curriculum

The findings indicate that presenters perceived road safety messages as integrated in several ways. This was mainly in relation to the personal and social development areas of the curriculum, but also through extra curricular activities and incidental learning which is connected to the values underpinning teaching. This point is related to the priority put on road safety education in relation to the rest of the curriculum. In this section therefore, the findings will focus on

- how schools deal with sensitive issues
- actual integration
- the priority of drinking and driving issues in relation to the curriculum.

Dealing with controversial or sensitive issues in schools

The presenters were all very keen to talk about the issues surrounding teaching and road safety messages, and largely agreed that the message of "don't drink and drive" is a worthwhile and important issue to pursue. However, drinking and driving is not the only sensitive topic dealt with in schools, nor the only one which lends itself to dramatic presentation. Teachers considered that this type of presentation could be used to dramatise history lessons, conveying factual information or in subjects and areas that deal with feelings and emotions. In particular it could be helpful where the involvement of teachers and parents may be less appropriate, with topics such as drug use and sexual health (family planning was mentioned in one teachers' group).

General integration

Aspects of Social education and socialisation are generally covered in social, health and religious education in schools This is usually dealt with through the Personal and Social Development (or Education) and Health Education programmes.

> *Guidance staff attempt to schedule outside events so that they fit in with the overall structure of the [social education] programme.* (Teacher)

Cross-curricular activities were also mentioned as a channel for communicating messages surrounding drinking and driving, for example in human biology, the impairment of reaction times and the physical effects of alcohol on human biology. There was thus a general recognition of the importance of integrating the presentations with the rest of the curriculum. One school mentioned extra curricular activities, eg in a road safety competition and social functions. Though all these areas were seen as relevant in teaching about drinking and driving issues, the impact of the theatre performance was seen by one teacher as providing a particularly well suited basis for cross-curricular work.

> *The theatre play seems such a valuable and dramatic experience for the students allowing to have issues explored ... That is a good foundation for cross curricular work.* (Teacher)

The actors gave a variety of examples of how schools in the past have extended the theatre presentation. Their experience did not just tacitly supported the teachers' statements, but extended the ideas mentioned by teachers. They suggested that areas such as maths and English had scope for follow-up work. The group had often seen the play used for writing critiques for school work or the substance of the play had been used in debating societies. It was also suggested that the pastoral element of schooling could benefit from the play. The many emotional issues touched on in the play allow an opening of discussions of such problems, for example around bereavement and grief. Although follow-up work in these areas is difficult, discussions could be accompanied by other information which might assist students, eg a leaflet about counselling or drop in centres than can be of help. This obviously also applies to issues other than just drinking and driving. Part of the function of the RSO is to keep road safety on the agenda, follow up the work undertaken in schools and assist teachers in developing issues and debate about road safety. In relation to systematic follow up work involving liaison between the RSO and the schools there was little evidence of this.

Incidental learning

The evidence also suggests that drinking and driving issues surface spontaneously at times, when teachers can respond and pick up the issue. For example one teacher recounted an incident where, in a science class, he had been asked about his attitude to the zero limit issue. He reported being very pleased that the pupils had raised this issue, feeling strongly that there should be a zero limit for driving, and held an impromptu discussion with the class on the matter.

Actual integration

Teachers in most of the participating schools said in the longer term interviews that there had not been any follow-up to the presentations in the intervening period, though they recognised that there is scope for following up the presentations in a variety of ways.

In only one school was there evidence of teachers following up the presentations in other classes. One teacher had used the play in an English class, getting students to write a review on the effectiveness of the play,

Another teacher had covered the driving aspect, but had not touched on the alcohol issue: she was very interested in the area and produced a driving awareness pack she had used, entitled "Driver Awareness", published by BMW (the car manufacturer). In addition she had also used a role-playing pack (produced by Berkshire County Council) with the sixth form class who she said were very interested in driving issues as a number of them were either already driving or learning to drive.

A third teacher said that although nothing has since been taught in the school about drinking and driving he has been in touch with the police to see what can be arranged for the future. Previously the police have given motor cycle demonstrations and talks about a variety of road safety issues.

The priority of drinking and driving in the curriculum

Teachers often said that the curriculum did not allow a great deal of time for the issues that they want to cover within the PSE programme (PSD in England and Wales). The priority was on exam based subjects in preference to 'sensitive issues' which are dealt with within the non assessed part of the curriculum and extra curricular activities. The comments also reflect the priority that teachers have to put on the various curriculum areas:

> *The theatre project is really valuable, but the 6th year schedule is too tight to allocate a whole hour to PSD on its own.* (Teacher)

> *The ideal programme is a matter of time. The pressures of curriculum doesn't allow much, but any theatre in education is welcome ... There are many extra curricular benefits to be had.* (Teacher)

Although teachers were keen to promote the discussion of sensitive issues, there is no doubt that issues like drinking and driving come second to the exam based subjects. Recognising this, the teachers in one of the sample schools pointed out that priorities are imposed from 'above' with responsibility resting in the hands of the LEA and the government. There was also a strong feeling expressed that the LEA and not individual schools should be responsible for managing and financing the theatre tours. With respect to financing the tours teachers often commented that, if the school had to find the money to pay for the presentation then it could not take place.

Summary of the integration of the road safety messages into the curriculum

- Follow up work based on the presentations had generally not occurred in schools in the 3 months between the presentations and the longer term visit. Only one example, writing a review of the play was found to have taken place.
- Main stream subjects took priority over social education including road safety issues due to exam pressures, time and financial constraints.

In addition to the general financial considerations for schools who wished a drama presentation there are additional factors of relevance to Welsh language schools.

Welsh medium

Teachers in the Welsh medium school were very aware of issues of quality in relation to both the materials and drama available to them in the Welsh language. They felt it was very important that they had access to Welsh medium drama groups but noted that the quality of presentation and language used in many of these presentations was often very poor. They pointed out that in attempting to foster a good image of the Welsh language there was a constant struggle to find good Welsh medium materials. This struggle, they felt, often conveyed an image of Welsh as a secondary medium to English. They reported always having to use English materials, and that videos which were in Welsh were rare. The fact that Welsh materials were often produced on a smaller budget than their English medium equivalents meant that the quality of the productions could suffer.

> *Its a real problem for the image of the Welsh language if the pupils come to equate quality with English medium presentations.* (Teacher)

However they also recognised that the message and content of the production or presentation could take precedence over the medium.

Summary of Welsh language issues

- Having access to Welsh language presentations and materials is important in helping to preserve the ethos of the school.
- The cost of producing materials in both the English and Welsh languages meant that materials were often only produced in English. Welsh materials produced on a smaller budget can affect the quality of the materials which in turn may lead to pupils equating quality with English materials.
- While the Welsh language school preferred materials and presentations in Welsh they recognised the importance of the road safety issue and felt it was better to have an English medium presentation than no presentation.

■ Summary of presenters' views

What students might learn from the presentations

Presenters considered that the most important aspect of all the presentations was to raise students' awareness of issues about drinking and driving. Attitudes would also be affected, and students would also learn some facts

- Teachers also mentioned that the theatre presentation could have beneficial effects for the school and for their relationship with students

Advantages and disadvantages of a theatre tour

- Presenters consistently see theatre as a highly suitable method of dealing with sensitive social issues.
- Theatre is seen as having greater 'impact', than other presentation types, in its ability to motivate and influence students future decisions and behaviour.
- Involvement of people from outside the school provides the staff and students with additional relevant resources and experiences.
- The play is seen as particularly effective in recognising and building on the students' experiences outwith the school.

Circumstances in which theatre tours are most successful

- The logistical arrangements made by schools are very important in maximising the potential of the play and workshop
- Presenters stressed the importance of liaison over the content of presentations by outside agencies. This would help to prepare students for the play and assure consistency in ethos and values conveyed in the presentation with those of the schools
- Liaison between schools and outside agencies should continue after the presentation to realise the full learning potential of the event
- The 'impact' of the workshop is dependent on the maturity of the audience

Integration of the road safety message with other aspects of the curriculum

- Follow up work based on the presentations had generally not occurred in schools in the 3 months between the presentations and the longer term visit. Only one example , writing a review of the play was found to have taken place.
- Main stream subjects took priority over social education including road safety issues due to exam pressures, time and financial constraints.

Welsh language issues

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7

Conclusions and implications

The evaluation employed a range of sources and methods to examine theatre tours as a means of educating young people in Scotland and Wales about road safety issues related to drinking and driving. This chapter summarises the main points arising and discusses some of the implications emerging from the findings related to each of the research areas introduced in Chapter 1. These take the shape of brief responses to the research questions, followed by a discussion of other emerging themes. Issues relevant to the presentations in the Welsh medium school are also considered. The final section considers the implications of the study for future teaching and learning related to drinking and driving.

As further introduction to this chapter, it is worth emphasising the relevance and importance of educational initiatives concerned with drinking and driving as perceived not only by adults but also by students of fourteen years and older. Almost all students (97%) taking part in this study agreed that it was important that people of their age should know about drinking and driving

On their own admission - both in the survey and in discussion groups - the overwhelming majority of students in our sample (over 90%) have at least tasted alcohol by the age of fourteen. Well over a third regularly drink at least once a week. Drinking tends to be a social activity: for young people over sixteen much of this drinking takes place at parties, discos and in public houses, while younger students are more likely to drink 'outside'.

Alongside giving their own drinking as a reason for the subject matter being relevant, some young people pointed out that they, or their friends, were learning to drive. In particular, a substantial minority of the Welsh students (on average one year older than those in Scotland) either held driving licences or were currently taking driving lessons.

The sorts of situations described in the various presentations on drinking and driving - whether by teachers, Road Safety Officers (RSOs), or the theatre company - were within many of the young people's own experience and current decision making context, whatever their social background or levels of academic attainment. Such circumstances underline the importance of educational initiatives concerned with drinking and driving.

■ Enhancing knowledge and changing attitudes

The effectiveness of theatre tours and of other methods of presentation was investigated in terms of imparted knowledge and of impact in raising awareness and changing attitudes, both immediately after the presentation and in the longer term.

Were levels of awareness and knowledge enhanced and attitudes shifted by experiencing the play?

Yes: students got the message that drinking and driving do not mix. For example, whereas 43% of students thought before the performance that 'one drink of alcohol does not affect people's driving', only 15% thought so afterwards. Similarly after a presentation, they were more likely to realise the impossibility of reducing the amount of alcohol in the bloodstream other than through the passage of time. This was an important move away from pervasive myths, such as the curative effects of black coffee.

The analysis of the data from the student discussion groups showed the predominant view after the presentation to be stronger in terms of acceptance of the don't drink and drive message, with more widespread belief in not drinking at all if driving. Following the play, responses to the questionnaire similarly indicated a general increase in the proportion of students saying that there should be a zero alcohol limit, while students were less likely after the performance to perceive mitigating factors relating to driving while under the influence, such as travelling at a low speed.

To what extent did the theatre tour provide new information or convey a new message for students?

Asked in the questionnaire whether or not they 'learned a lot about drinking and driving', students who watched the play almost unanimously agreed or strongly agreed (97%), as opposed to the vast majority (93%) of students receiving an RSO presentation and three quarters (75%) of students receiving a teacher presentation. Only 1% thought that too many facts were presented in the play, while 8% and 10% respectively thought this of the RSO and teacher presentations.

Equally the play was more likely to be viewed as 'hard hitting' than were the other two presentations (97% as opposed to 85% for the RSO and 76% for teachers).

How do students use their knowledge about road safety and drinking?

Given that most of the students were not currently drivers, the use they made of their knowledge about drinking and road safety was restricted to an assessment of what actually happened to students in the interval between the presentation and the longer term data collection, especially in relation to being passengers.

Of those students who had been offered a lift by a driver who had been drinking, 70% had accepted on at least one occasion, most because they 'needed the lift'. Nearly half of those who declined (46%) said that they had refused on principle. It could be argued that such principles may be a result of, or reinforced by, the presentation and the discussions. In any event , 7% of the students who declined said that their decision was due to the presentation they had received.

On the whole therefore, it seems that decisions are not only informed by the knowledge that students have from the presentations; rather, there are situational needs that dictate the outcome of the decision making process.

■ Comparing theatre tours and other approaches

We examined more closely the various ways used to convey the same message about road safety in relation to drinking and driving. Each mode of delivery is subject to variables other than those associated with the delivery itself, e.g. time tabling, consistency between presentations, etc. When comparing the modes of presentation it is possible to compare the nature of the delivery itself or the outcomes of the presentation. This section is concerned with the delivery itself and the outcomes are dealt with in subsequent sections.

How did theatre tours compare with other approaches?

Teachers are well aware of their students' enjoyment of outside presenters - provided that they are of a high standard. There is, at least, the opportunity for teachers and students to get away from the routines of classroom interaction. For a single theatrical or RSO presentation, presenters are outsiders who have more transient relationships with students than do teachers who continue to see students both in Personal and Social Development (PSD) classes and other situations in the school afterwards: this affects what young people choose to discuss and not discuss with their teacher. The actors were seen as being exciting and easy to talk to; RSOs - especially in the form of uniformed police constables - do not have that instant magnetism for most young people.

Nevertheless both groups of 'outsiders' in these circumstances had the advantage of being perceived as specialists with expertise and credibility. The delivery of their presentation is a major part of their work - concentrated in this instance for the week of the theatre tour in Scotland or Wales. Teachers on the other hand spent only part of their time on PSD work and probably little of that was concerned with road safety and drinking. They were mainly involved with other subject areas, made their presentation only once, and could not be expected to convey the breadth of experience that the others did.

Staff in the schools welcomed the presentations by RSOs and the theatre group, recognising both their expertise and the support provided by these extra resources of people and teaching materials. They brought a fresh way of looking at things; teachers mentioned that the theatre presentation could have beneficial effects for the school as a whole and generally benefit their relationship with students. For staff, involvement of people from outside the school motivates students and teachers, bringing presentations closer to 'real life' than schools could hope to do on their own.

The effective use of outside agencies depends on good liaison between those involved in order to facilitate logistical arrangements, and on preparation and follow-up by teachers to assure consistency in content and values in the messages being conveyed to students. In this case, the local authority and road safety organisations had played an important co-ordinating role but circumstances resulted in rather rushed preparation and all the presentations were an extra to the agreed schedule of the term. These circumstances are similar to those found in other studies involving experts from outside working in areas of health education. Reporting on two innovative school-based programmes in drugs, alcohol and sex education, Lowden and Powney (1994) posed the question: 'How can the desired increase in time be found to facilitate communication between project workers ('outsiders') and teachers and better preparation?' Unless resources are also put into liaison time for preparation, ongoing work and follow-up study, the use of outsiders may not be as effective as it would otherwise be.

■ Longer term effect

The third group of research questions addressed the longer term effects of the programmes. In other words, whatever the immediate impact of the road safety programme, there may be different long term effects resulting from each of the modes of delivery. In this study the same students re-convened in their discussion groups 3 months after the presentation.

Whatever the immediate impact of the road safety programme, was there the same long term effect resulting from each of the modes of delivery?

In terms of factual knowledge and attitudinal shifts, the evidence showed similar impact for all presentation types. However, it should be noted that the study addressed students' knoweldge and attitudes when asked questions in their classrooms, not when they were acting under pressure in a real life situation. In terms of behavioural shift, these students were not yet driving and any shift that could be measured was in relation to accepting a lift. While we could not say that any behaviours on the students' part were directly related to the presentations, we did look for correlations between the type of presentation and behaviours such as accepting lifts from drivers who had been drinking. There was no evidence from the survey to suggest that one mode of presentation made students any less likely to accept lifts than the others.

Neither could the discussion groups provide any hard evidence that the play was more effective in terms of affecting students' behaviour, because many students across the modes of presentation said that their attitudes had hardened. However, one discussion group did provide a reminder of the potency of the play. A student in a longer term discussion group was recounting an incident involving drinking and driving that she had experienced not long after the presentation, and in doing so she made explicit reference to the play:

> *... she had been offered a lift by a drunk friend. She had refused. She said that she had been influenced by the play which she had seen earlier in the week.*

Due to the very strong feelings against drinking and driving expressed by the students in the pre presentation data gathering exercise, we can only speculate that it is likely that any differences in efficacy were masked by a ceiling effect in the shorter term and that differences would only register in the long term. An alternative explanation would be that the effects are difficult to detect because the number of cases that would demonstrate any differences in behaviour are very small. It is also possible that we are looking at an effect that is detectable in just a few cases a year. For example, if the dependent variable is the number of young people involved in alcohol related road accidents, there is only a handful of cases a year in the whole of Wales.

Do the methods of presentation make a similar long term impact on girls and boys? Is it possible to identify groups which are particularly responsive or impervious to theatre tours?

In terms of knowledge of facts we did not find any differences between the sexes in the questionnaire survey, and such questions were not explored in a systematic way in the discussion groups which were intended to focus on the relevant attitudes and underlying reasons. Indeed, it was one of the conditions of this evaluation that the efficacy or impact should not be measured only in terms of factual knowledge.

Gender roles are important in terms of both attitudes and behaviour and our evidence from a variety of sources shows that these aspects are central. In terms of attitudes we found that there were differences relating to the sex of the students in the questionnaire results. The data suggests a greater likelihood of students being offered a lift by young males who have been drinking than by any other group. In our sample, boys were more likely than girls to see images of alcohol in a positive light. Also, boys were more likely than girls to accept lifts offered by a driver who had been drinking and less likely to comment on, or take action with, the drivers, eg by removing car keys.

Taken together these findings suggest that girls are comparatively more cautious and assertive; their opinions suggest they are less likely than boys to take part in behaviour that could increase their risk of being involved in road accidents.

The evidence from the discussion groups supports this interpretation. Many of the students of both sexes generally felt that men are more likely to be involved in social situations where alcohol is an integral part of the culture, eg meeting in pubs. Students acknowledged that there appears to be more social pressure on men. In this context it is relevant that boys were more likely than the girls to feel threatened by experiences that challenged their masculine sex roles, and on several occasions reference was made to the emotional content of the play which the boys thought was overdone. The presenters' evidence supported the view that boys find a tension between their masculine role of being tough and letting the emotional content of the play affect them. The researchers also found that in some groups some boys were more likely to act tough and appear not to be bothered by emotions. Such small subgroups of boys are likely to resist changing their attitudes and may continue to risk taking part in behaviour that may lead to alcohol related road accidents.

The gender issue was most predominant in the teacher led presentations and least in the RSO presentations. It should be noted in this connection that the play was based on a real life scenario concerning a female driver; this may have led to the general impression that females are as likely to be drunk in charge of a vehicle as are males. To deal with the complexity likely to arise in discussion around this area, it is important to stress the adequate integration and consolidation within the curriculum.

Integration and consolidation within the curriculum

In order to maximise effectiveness, the theatre presentation should represent one component of a wider programme of education which aims to alter people's behaviour in real life situations.

However good the theatrical production, it would be unrealistic to assume that it alone could provide sufficient information and stimulus to prevent students ever drinking and driving. As the students themselves made clear, the context in which they have to make decisions about driving or being a passenger in a car when alcohol has been consumed is often highly complex. Social relationships, availability of other means of transport, the role of peers and of authority figures play a part, and each of these may change over time. The methodology for this evaluation has required comparison of the different modes of presentation. While it is relevant, even essential, to view theatre presentations comparatively in order to assess their impact, this does not mean that only one method of presentation should be employed to put the message across. The various methods have potential to be used in a complementary fashion as part of a spiral curriculum, revisited at different times and in different ways during a student's school career.

How do schools integrate the road safety message with other aspects of the curriculum?
Hardly any integration had taken place in the period between the presentations and the longer term visits to the schools. However, there was one case of a teacher in Wales who had used the play in her English class, where she had asked the students to write a review of it.

The theatre group and teachers provided plenty of examples of how they had seen teachers integrating the message, in many different subjects, ranging from mathematics to the arts. The actors also pointed out that there ought to be some kind of follow up in the 'pastoral' areas, because the play dealt with more issues than merely drinking and driving, eg bereavement, grief and shock. It is, for example, quite likely that the play may have a profound effect on a student, or adult for that matter, who has just been bereaved.

Was there consensus between teachers and actors/Road Safety Officers about the purpose, relevance and effectiveness of the chosen medium for each group of students?

In relation to this particular theatre tour, there was no opportunity for the various presenters to reach consensus about the goals of their medium. However, teachers were very positive about using outside resources especially the theatre tour. Reasons ranged from it being very good at grabbing the students' attention and alerting them to the dangers of drinking and driving, to it generally widening the students' horizons. Teachers, especially those of the older students, felt that driving and issues around alcohol were very interesting and pertinent to their students.

A small number of teachers voiced objections to the message in the play or perhaps to the way the message was conveyed. However, this number dwindles into insignificance in comparison with the generally enthusiastic reception of the play. A few teachers stressed the need for them to be better informed about the play so that they can ensure that the values promoted through the play are in line with the values being fostered by the school.

There was also a suggestion that the play and the video may not have full impact with groups of students who may either not be mature enough to accept the emotional impact or able to understand the shift in story lines in the videos, or the subtleties of the play. For example one teacher had to show the video a few times because the (young) students could not separate the three stories in the (Portland) video *It Could Happen to You*; another teacher had a (young) student who found it difficult to separate the actors from the characters (some of the actors had two roles).

Was there evidence of, for example, joint planning by actors/Road Safety Officers and teachers for the preparation of the play?

Yes and no. There was liaison between the theatre company and the schools, and the RSOs and the schools at several levels, though this took somewhat different forms. The theatre company sent out promotional material to the sponsoring organisations so that the usual theatre programmes could be prepared and distributed; in this study, however, this did not happen. The theatre group was also in touch with schools as they were touring to make sure that they were expected etc. On the day of the show the actors would more often than not be talking to the contact teacher about final arrangements. Due to the tight schedule the actors had to move on to the next school (they performed in two schools every day) or they were too emotionally drained to do any further work with teachers. This made any follow-up very difficult to arrange, and both actors and teachers spoke of their regret over this.

The RSOs were involved in planning the theatre tour within their own district. They also liaised with the schools to ensure that they had all the relevant information for their presentation, and in the case of this particular evaluation they also liaised extensively with the researchers as they were the link between the tour and the research.

What part do other associated activities play in extending and consolidating the road safety message?

Effective learning requires consolidation both immediately to clarify and confirm basic concepts, to acknowledge inconsistencies so that time itself does not erode but develops knowledge and attitudes; for this, special initiatives such as road safety education need to be embedded in the rest of the curriculum although this is not always easy.

Drinking, driving and road safety are generally considered in the formal curriculum, including personal and social development, religious education and health education, where integration is seen as important. Drinking and driving issues are often also pursued in extracurricular activities and through incidental learning with teachers picking up on issues as they come up in other subjects. However in the schools studied in the evaluation, there had been little follow up work or integration with other areas of the curriculum in the 3 months between the presentations and the longer term visit. Only one example of writing a review of the play was found to have taken place. Teachers mostly described the absence of follow up work as a result of other priorities in the curriculum, especially examination subjects as well as time and financial constraints.

In part this may have been a result of the short notice which school had about an imminent visit from the theatre company. The cost of hiring the theatre company is considerable for a school to meet from its own budget. While schools were pleased to have the advantage of a theatrical presentation at no cost to the school, there was little opportunity for them to prepare. Informants on this project, in common with others quoted in the literature review carried out at the beginning of the evaluation, thought it was important to design the theatrical presentation as part of the school year and consider how its message relates across curriculum areas. Any road safety teaching is at present within the province of PSD teachers who mostly teach other subjects in the school for some if not most of their time. Therefore non-PSD teachers were not familiar with the theatrical or RSO presentations.

■ General issues regarding theatre tours

The main findings have been reviewed in the preceding sections and it is our intention in this section briefly to address and summarise some general issues concerned with advantages and disadvantages of a theatre tour.

Social and emotional aspects of decision making

It is not only rational argument that affects the way we make decisions; social and emotional factors also come into play. Parental and peer pressure are two important influences on secondary school students who are making judgements in tricky situations related to drinking and driving issues.

Asked about their experience over the three months following the presentation (which included the Christmas and New Year period), 24% of the 716 students reported having been offered a lift by someone who had been drinking. For over half of these young people the offer was from a 'male friend', probably from among their contemporary social group. However, a third of these offers came from a parent and the majority of the personal experiences about drinking and driving mentioned in the discussion groups had occurred in a family context. Such situations amount not so much to being offered a lift as implicitly to being expected in the absence of alternative means of transport to travel a driver who had been drinking. Thus the decision making context facing these young people could involve not only pressure from their peers, but also the prospect of facing up to authority figures who might be angered or offended at the suggestion that they are unfit to drive.

Seen in this light, it is perhaps understandable that 70% of those who had been offered a lift from a driver whom they knew to have been drinking accepted. Asked why they accepted the lift, about two thirds of these students said simply that they needed it; similarly, commenting in discussion groups, others indicated that they felt they had to get home. Again, this implies an absence of alternative means of transport and suggests circumstances in which a driver, who had been drinking, is not so much offering a lift as providing the only available means of getting home, which in itself is important for reasons of safety. Interestingly, almost a third gave as their reason for accepting the lift that the driver was under the legal limit. This contrasts sharply with the attitudinal questionnaire data where most students (80%) advocated a zero alcohol limit.

Such tensions between knowledge and attitudes on the one hand and behaviour on the other have to be recognised in areas of education - especially health education - which involve students making decisions about taking risks. Findings from this investigation suggest that behaviour is not consistent with knowledge and declared attitudes. Sometimes the situation means that young people feel they have to take risks. If this was the reaction of those students well informed about the effects of alcohol, what might have been the response of youngsters who had not been exposed to the supportive educational experiences of the students participating in the evaluation?

Peer pressure is often quoted as being a major factor in young people's behaviour. However, many students in the discussion groups and in the individually completed questionnaires did not admit to drinking under pressure from their peers. On the other hand, when they did drink alcohol, it was in social situations and if they took a lift from a driver who had been drinking, this was sometimes encouraged by the pressure of a 'merry group'. There is some evidence that peer pressure is a more important factor for boys than for girls in relation to reasons for drinking. In short, students might be reluctant to acknowledge the impact of peer pressure.

In terms of other means of changing and developing attitudes, 17% claimed that advertisements influenced their decisions to drink. This matter was not pursued in any detail.

The result of presenting realistic scenarios is that students have to confront upsetting situations and issues. The play and the video used by the RSOs were particularly upsetting and disturbing, not only in terms of the accident but also in the family conflicts, values and grief portrayed. Using these kinds of materials is challenging for the presenters as well as the students.

What features made a particular medium attractive and effective for learning?

In terms of gains in students' knowledge and shifts in their attitudes an earlier section of this chapter concluded that changes had taken place in these areas. It is not, however, possible in this study to link shifts in knowledge or attitudes directly to the features of the various aspects of the presentations. Nevertheless, the ability of a presentation to stimulate and motivate students should not be underestimated as these characteristics are important factors in learning, and we *can* say something about how our respondents perceived the presentations which is relevant to student learning.

The findings leave no room for doubting that the theatre was the most popular mode of presentation amongst students. An extremely high proportion of the students who received the presentation based on the play, indicated that they had enjoyed it (95%). The figures for the students in the RSO group were lower with just under two thirds (63%) indicating they had enjoyed it. In the case of the teacher presentation just under one third of students (31%) said they had enjoyed it. These results are statistically significant and also reflect the views expressed by teachers about the play and accompanying workshop.

A further salient feature of the presentations was the perceived level of expertise. By far the most common response from students who received the RSO presentation highlighted the fact that RSOs have a lot of knowledge and experience of the topic area.

Similarly, the style of the presentation was important to the students. Those students who received the theatre group presentation most commonly highlighted the style and manner of the presentation as well as its realism and this aspect was rated notably worse by the students in the teacher presentations.

The message itself also needs to be realistic and relevant as stressed by nearly half of the students seeing the play (44%) as did just over one third (36%) of students who received the presentation from a teacher. This finding reflects the evidence given by teachers, particularly with respect to the play being relevant to students' lives.

The materials, eg videos, also had to be of a high quality. Fairly substantial numbers of students who received the RSO and teacher presentations (55% and 36% respectively) made a point of saying that the video was good. Teachers also stressed that the videos had to be of a high quality in all respects or they would not be able to hold students' interest.

How can a theatre tour be most usefully complemented by other activities and approaches?

Teachers, actors and Road Safety Officers all suggested that the theatre tour could usefully be extended into most if not all curricular areas. As part of their 'ideal' road safety programme, the students also provided some points to bear in mind with regard to complementary activities. They would welcome:

- inputs from other experts, eg ambulance crews, first aid officers and other services involved in dealing with alcohol related road accidents
- contributions from victims and convicted drivers
- involvement in experiments where they have the opportunity to drink alcohol and learn about the effects for themselves
- first aid courses
- the use of CD-ROMs as a useful addition in the information repertoire

What are the circumstances in which theatre tours are most successful?

A variety of factors influence the successful outcome of a theatre tour; some of the main points to bear in mind are:

- The presentation must be of high quality. It helps if the presenters are young, and able to establish a rapport with, and provide a role model for, the students in the short time available.
- The message has to be relevant to the age and concerns of the audience. It is beneficial in this respect if the narrative is straightforward and related to the whole of the students' world, including peer and family relations.
- A play can deal with 'tricky' situations in an open fashion difficult through other modes of presentation. It can avoid taking a lecturing stance but rather present the facts and issues, with possible options, and leave it up to students to decide for themselves.
- It is therefore important for the presentation to include opportunities for students to discuss and debate the information and issues raised in the play as well as their emotional responses.

- To get the maximum benefit from an educational theatre tour, it should not be seen in isolation but viewed as part of a wider approach; different modes of delivery compliment each other rather than stand in opposition to each other.
- Inter-agency liaison is therefore essential in preparing the students and teachers and to make the most of opportunities to integrate the theatre tour message with the rest of the curriculum.
- Such liaison should ideally take place before, around and after the presentation and therefore requires considerable time and other resources to organise.

Summary of theatre tours as a medium of education in road safety

This chapter has referred both to choosing content which is relevant to students' lives and the need to work in ways that keep students interested and motivated. The theatre was seen as particularly well suited to meet these requirements in dealing with complicated issues - such as those surrounding drinking and driving in this connection. However, to make definitive claims about the assured effectiveness of one means of delivering a road safety message rather than another means would be to go beyond the evidence especially as it was not possible to make comparisons with any students who had not had any kind of presentation. What can be claimed are the positive effects of a theatre tour as perceived by participants and the circumstances which promote the best use of such a tour.

Although the theatre tour was rated so highly, the impact on factual knowledge was not significantly different from other forms of presentation. The evidence suggests that general changes in knowledge and attitude shift among students were equally likely to be achieved by any of the modes of delivery. For example, after each kind of presentation, students were more likely to support the enforcement of a zero alcohol limit and random police checks.

What was different was the enjoyment of the play compared with the other modes and students' belief that they were learning more. Reference has already been made to the advantages of having an outsider bringing in interesting ideas which have a novelty value in themselves. The theatre group went beyond that in providing an absorbing experience for students and teachers alike. The play was seen as particularly effective in addressing the whole of the audience's experience, that is to say to include the students' experiences outwith the school.

Students were consistently more positive about theatre group; there were no negative points about the theatrical presentation arising from the student surveys. Students indicated a more favourable assessment of the theatre group presentations than of either the RSO or teacher presentations; the RSO presentation was rated significantly more favourably than that of the teacher and rated as being as effective as the theatre presentation on learning about drinking and driving. Students' positive reactions were echoed by teachers who thought it a highly suitable medium for dealing with a variety of sensitive issues; they would like all classes of the older students to have had an opportunity to watch the play. Members of the theatre company indicated that the play was usually very effective but probably more so for students near the top of the age band - 14 year olds are perhaps not mature enough to deal with the emotional impact. Students' own reactions suggest that the play is suitable and relevant for all ages (between 14 and 18).

As stated earlier, all those who saw the play thought that the production and the actors were outstanding. What we are considering here is not just theatre tours as a medium but an extremely high quality theatrical presentation which involved people in the drama in ways that the other modes of presentation - or a less skilled theatre company - could not hope to do. The young actors had a radically different relationship with their audience than either the RSOs or the teachers could possibly have especially as they are seen as authority figures. The play dealt with one set of characters portrayed over 50 minutes by convincing young actors who were able to make them plausible people. The music, language and text made up an intensity of experience which engaged the audience, and people learn when they are involved.

Reviewing comments from all informants, it is clear that a theatre tour is not guaranteed success just because of the mode of presentation. Circumstances in which theatre tours are likely to be successful include careful advance planning to ensure that the players have suitable accommodation for the presentation and that students get the most from the play and ensuing workshop; material sent to teachers in advance helps. This involves liaison between the theatre company and the schools beforehand - subsequent liaison after the presentation could also be desirable, though logistically difficult. The key, however, is probably a top quality production with sufficient flexibility to adapt to the particular conditions and students of each school.

Schools also have an important part to play in ensuring that a theatre tour is part of a planned curriculum, a complementary part of a package rather than an isolated, alternative mode of learning.

Welsh medium

Part of the evaluation was concerned with the presentation of the play in English in a school designated as working in Welsh. In this school, the other presentations were in Welsh except for the videos which were in English.

It is important to note that reactions overall in the Welsh medium school were no different in substance from the other schools. Although the play was in English, students and teachers were as enthusiastic about the performance as those in English medium schools. The evidence from the student discussion groups showed that the message was considered more important than the language used and students did not express a strong preference for Welsh or English medium. However, this is not to say that presentations and materials in Welsh were not desired by pupils. Eighty six percent of the pupils who attended the Welsh language school and who were involved in the questionnaire survey were in agreement that there should be more materials produced in Welsh. Otherwise, conclusions from the evaluation apply as much to the Welsh medium and English medium schools in Wales.

However comments from staff highlight general difficulties in relation to resources. There is difficulty in obtaining appropriate materials in Welsh. The quality of translation into Welsh texts is often poorer than the equivalent English text and costs additional money and time to produce. This can create an unwelcome image of Welsh medium materials and activities being inferior to English medium - a message the school does not wish to endorse. There have even been theatre productions in the past where actors have had to read (rather than play) the Welsh text; this was unacceptable. The good quality performance in English of *Too Much Punch for Judy* was preferred.

Implications

This evaluation has implications for the content, method and resourcing of future teaching and learning related to drinking and driving. We see the most salient points arising from the evidence being as follows:

Content

- The content of programmes on drinking and driving has to be realistic and relevant even if this means confronting unpleasant and hard hitting issues.
- Moreover, there should be agreement between those contributing from within and outside the school about the knowledge and message to be conveyed.
- Decisions about drinking and driving are made in social contexts and it is therefore important to help young people to develop effective strategies in making decisions.
- Road safety and drinking are relevant to many areas of the curriculum. Schools need assistance to plan effectively or an appropriate coverage of the issues.

Methods of teaching and learning

- Students think that the right time to introduce the issues around drinking and driving is when young people start drinking and experimenting with alcohol - more than 92% of the sample had tried alcohol.
- Any method must take account of the complexity of making decisions about drinking and driving and offer sufficient opportunities for young people to acknowledge and discuss the various factors involved as well as provide them with accurate information about the effects of alcohol on driving competence. Students endorsed the combination of the play and workshop as a powerful means of learning about drinking and driving and would supplement it with additional opportunities for active learning (such as producing their own play or video) and with further opportunities to engage outside, credible experts.
- The informants of this study suggest that theatre tours should not be seen as an alternative mode of learning, but as a complementary part of a package. – a part, we suggest, that is particularly suited for dealing with the complexity of raising awareness, debating issues, and coming to terms with social pressures and alternative behaviours.

Resource issues

- How can more students benefit from the experience? Schools were not required to contribute to the cost of the theatre tour or RSO and therefore benefited from these additional resources and were most appreciative of the high quality input from the theatre group. While a figure can be put on the cost of the tour, it is not possible to calculate the cost in human life of not having initiatives such as this play.
- However, it is a waste of such expenditure if theatre tours or RSO visits are not integrated with the rest of the curriculum. It would be better value for money if presentations were integrated with other activities and if all the school staff concerned with the students are well informed so they can see possibilities for their own subject area using the messages from the play to develop knowledge, skills and attitudes being pursued in their own curriculum area It would then not require additional curriculum activity outside the examination rubric but could

be embedded within normal work to meet curriculum objectives.

- Resources therefore also need to be allocated to advance planning activities and materials and effective follow-up support.
- It is outwith the remit of this study to investigate the resource implications of road safety education. Whilst the costs of a theatre tour is comparatively visible, any resource assessment should take the hidden costs of inter-agency work into consideration.

We learn most effectively when we are engaged in or involved with an activity. Theatre can entice and hold an audience's attention in ways that probably no other medium can - but only if the theatrical presentation has good quality acting and production.

In addition to those aspects already mentioned there are a host of other contexts that could be considered; society cannot wash its hands of the collective responsibility for the context in which young people learn about the issues. Changes in attitudes are fostered through a multitude of experiences. For example, the prevalence of alcohol consumption in our culture, and the implicit acceptance of under age drinking that students spoke about, cannot be ignored as an important influence which is conveyed by custom as well as by the advertising media. It is a huge task for road safety education in schools to provide a counterbalance but drama is shown to make a strong contribution to this task.

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Appendix 1

Advisory Committee

Richard Daugherty	University of Wales at Aberystwyth
William Edwards	Welsh Office Information Division
Stuart Embleton	Scottish Office Industry Department (Convener)
Jane Etheridge	Welsh Office Information Division
Peter Glissov	The Scottish Council for Research in Education
Stuart Hall	The Scottish Council for Research in Education
Rod G MacArthur	Welsh Office Highway Division
Fiona Murray	Scottish Office Central Research Unit
Janet Powney	The Scottish Council for Research in Education
Diane Sudlow	The Scottish Road Safety Campaign

Appendix 3.1

Details of each of the road safety presentations about drinking and driving

A The theatre group

The play *Too Much Punch for Judy* (published by the Institute of Alcohol Studies) is based on the true story of two sisters from their childhood to the night of a fatal accident and the ensuring events. One of the sisters was killed in a car driven by the other sister, who had been drinking alcohol.

The events leading up to and immediately after the accident are conveyed through the words used by those involved when interviewed by the author, Mark Wheeller. The result is an absorbing and deeply emotional play lasting about 50 minutes and which is described by The Scottish Road Safety Campaign (1990) as pulling 'no punches. It leaves the nerves raw and twanging – the play ought to make more than a dent in the public consciousness'.

This quotation is taken from *Alcohol and Driving; teachers' notes* designed to accompany the production of the play. These notes – used also by The Road Safety Council of Wales – suggest preparatory and follow-up work for students and include a simple knowledge test and attitude scale which can be completed before and after seeing the production. The notes also provide guidelines for how the play fits with Scottish Curriculum (S4-S6) and National Curriculum Objectives for England and Wales; suggestions are made for extension work within the same curriculum areas of Mathematics, English, Science and the Guidance/Social Education Programmes.

The Ape Theatre Company, who performed the play during this evaluation, normally send out briefing notes to schools about the play and workshop as well as performance guideline and requirements for accommodation and maximum audience size. In these notes, the workshop is described as taking:

> the form of a group discussion, led by a cast member, incorporating workshop techniques to illustrate points which arise. The workshop covers alcohol education, drink-drive law, moral responsibilities and many other areas related to the subject. We have found in the past that a staff presence can inhibit these sessions.

Although it is indicated that teachers should not participate in the players' workshops, it is assumed that they will attend the performance.

Advance information about the play is in both English and Welsh but the performance is always in English.

B Road safety officers

Road Safety Officers (RSOs) visit schools to provide information and expertise in the discussion of issues to do with young people's safety on the roads. In Wales, RSOs are local authority officials but in Scotland this role is taken by police constables. However for this project, both RSOs were constables in uniform.

The outline for the Road Safety Officers provided by the Scottish Road Safety Campaign in consultation with the Road Safety Council of Wales suggested in the first period of a lesson a class would be shown the video produced by the 'World in Action' television team in conjunction with Somerset Police. The programme is in English and carries a number of messages including the effects of alcohol on drivers, victims and their families, gender differences, zero limit, stiffer penalties, random testing. The viewing of the programme would be followed by groups of students brainstorming around the topics and issues which they saw as arising in the programme. In the second period, the RSO would lead 'workshop' or discussion around topics relevant to drinking and driving. Teachers were not normally present.

When RSOs were observed, they broadly followed the above format perhaps spending time at the beginning chatting to break down barriers between themselves and young people. The input after the break might be more in the form of a mini-lecture containing, for example, the following elements:

- why do people drink more than they need to get merry?
- people can die from alcoholic poisoning
- students acting out breathalysing situation using an alcometer

C Teachers

The Teachers all used another video *It Could Happen to You* (produced by the Portman group) which contains three stories each ending in the deaths of young people. The teachers' lessons were designed to last about one period during which there would be discussion and brainstorming groups after the video. Some teachers used the extended time period (necessary to match the longer theatrical presentation and workshop for other students) for other activities such as students developing alternative endings which they acted out. Not all teachers split the class into groups; one teacher had a single large discussion group. The Scottish Road Safety Campaign provided an outline of discussion points for use by teachers. These included;

- information about the different effects of alcohol on individuals and the ways in which they cope with drinking
- reviewing what had caused the tragedies and alternative positive endings
- legal limits and sanctions for drinking and driving
- difficult situations and decisions for young people

The teachers concerned came from a range of curriculum areas and took personal and social development classes as one aspect of their general teaching in the school.

Appendix 3.2

Summary of data collection

Case Study Schools (2 Scottish and 2 Welsh schools plus one Welsh medium school)

	Stage 1 Before Input	Stage 2 Input	Stage 3 After Input	Stage 4 3 months later	Totals
Students	Discussion groups (3 groups of approx. 8 students in each of 5 schools	Observations of; drama, RSO, teaching	Discussion groups	Discussion groups	45 discussion groups 369 students
	Questionnaire (approx. 80 students per school including discussion group students)		Questionnaire	Questionnaire	
Teachers			Structured eavesdropping (group of 3 teachers)		3 groups
Teacher interviews			Interview	1 interview per school	5 interviews
RSOs			Interview		
Drama group			1 group interview		

Questionnaire Survey (2 Scottish and 2 Welsh schools)

	Stage 1 Before Input	Stage 2 Input	Stage 3 After Input	Stage 4 2-3 months later	Totals
Students	Questionnaire (approx. 80 students per school)	Play or RSO or teacher	Questionnaire	Questionnaire	2136 questionnaires 712 students

Appendix 3.3

Discussion group method adapted for the project

The discussion group method

Using discussion. groups is one technique amongst several in the battery of qualitative field work methods. It typically involves a group interview with 8 people chosen to represent a particular view point or characteristic, led by a moderator or facilitator, and lasting 1 $^1/_2$ hours. The group is guided by a 'topic guide', carefully constructed in advance, and the moderator is usually trained in group dynamics and interview techniques. Groups are recognised to go through 5 stages known as: Forming, Storming, Norming, Performing and Mourning.

Discussion groups are often used in descriptive studies of attitudes, feelings about issues, concepts and constructs, what life is like for a particular group of people. They often address questions like:

- Why do people do certain things, or why do they NOT do certain things
- How effective is policy? How well does a given process work?
- What can be done about some (shared) problem?

What are the advantages and disadvantages associated with using discussion groups?

A form of discussion group was selected for the Theatre Tour evaluation, because the technique is:

- less intimidating than individual interviews, especially in relation to attitudes and personal problems
- revealing about pupils' awareness and misconceptions
- good for 'sparking off' - giving people new ideas
- good for revealing the range of views within a group and across groups about a topic
- appropriate for testing reactions to events and presentations
- cost efficient and speedy (a useful attribute for working in busy schools)

The aims of this evaluation did not require subtle observation and analysis of all pupil behaviour, including body language, verbal omissions and silences and therefore the kind of discussion group structure used was perhaps closer to group discussions with the facilitator taking the lead initially but encouraging participants to contribute freely.

This adaptation worked well on the whole with most pupils contributing to the discussions. In addition to the advantages listed above, the discussion groups provided pupils with opportunities to:

- discuss the forms of presentations in the absence of the presenters
- review again the substance of the presentations and share reactions to them
- share ideas about appropriate ways to convey messages about road safety.

There are drawbacks with discussion groups including the tendency to be consensus orientated and for some pupils to be dominant or shy. However these disadvantages were compensated for in this study by questionnaires which enabled individuals to express separate opinions if they wished.

The discussion groups in this study

In line with common practice the groups served only for the research purposes (and not for therapy or problem solving in an institutional situation) though students obviously knew each other. The discussion groups therefore consisted of the same students on each of the three times the discussion groups met. Using the same respondents reduces the amount of time needed for the group to settle down, or 'form' in discussion group jargon.

Researchers have found that a duration of 1 1/2 hours is optimum and that 8 persons work best, though there can be from 5-10 persons apart form the moderator. Fewer (5-7) tend to be more like group interviews and more (9-10) tend to give less voice to some people. The duration of our discussion groups was rather shorter than the norm varying from 30 to 45 minutes.

Appendix 3.4

Discussion Groups

Main questions (topics) and associated sub questions discussed for each occasion

PRE Presentation	POST Presentation	Longer Term
Reasons for drunk driving	**Background to issues**	**Recent events and campaigns**
How do people make the decision whether to drove when they have drunk alcohol?	What did you learn from presentation? †	Has there been any recent drinking driving campaigns or adverts that made an impression on you?
What sorts of things do they think about?	Does it apply equally to girls and boys? ‡	Why did they make an impression?
Do people know when they have had too much?	What did you think of the messages?	
Personal attitudes and agency.	**Personal attitudes and agency**	**Situations and decisions**
How would you feel about being a passenger in a car if you knew the driver had been drinking? Would you get in and why?	How would you feel about being a passenger in a car if you knew the driver had been drinking? Has the presentation changed your feelings?	Last time we asked you how you would feel about being a passenger in a car if you knew the driver had been DD. How do you feel about it now?
What would it depend on (eg driver and how much they had to drink)?	What did you think of the messages? *	
Education	**Learning (knowledge/facts)**	**School work about drinking and driving**
Do you think it is important for people your age to be thinking about drink driving issues?	What did you learn? †	Have you done any school work about drinking and driving since the presentation or last meeting?
Why/why not?		
Have you seen anything about DD before (related to age)?	What did you think of the messages? *	Would it fit with the curriculum area/subject; content?
	What was good about this kind of presentation? ◊	Was it any good?
	Was message dependent on person delivering?	Who taught it? What did you learn?
Presentation	**Mode of delivery**	**Ideal programme**
What are you expecting the presentation to be like? Are you looking forward to it?	What did you think of the presentation?	If you were asked to help in the design of a road safety programme that would discourage young people from drinking and driving, what would you suggest?
Have you talked about these things before in school?	What was good about this kind of presentation? ◊	What kind of 'things' would students like to be doing?
If so, who carried the message?	Does it apply equally to girls and boys? ‡	When is the best time, in terms of age and school work?
Have you seen anything about drink driving before?	Is this method applicable to other issues?	What would students like the programme to look like?
What was good/bad about it?	Was it delivered in an interesting way?	What materials would be useful?
	How could mode of presentation be improved?	Who should deliver? Who else should be involved and in what capacity?

Note: Dagger type symbols indicate duplicates.

Appendix 3.5

Extract from 'Structured Eavesdropping' by Janet Powney *Research Intelligence,* BERA Newsletter, February 1988

Background to the technique

Structured eavesdropping is a useful addition to a repertoire of interview techniques which developed from a project more interested in using the participants' frame of reference than that of the researcher's.

To be candid, it was also the pragmatic solution to collecting pertinent views from more people than could be interviewed individually within the time available. The result was the modest product of serendipity.

Instead of being interviewed individually, informants were paired — or in one instance there were three people in a group. An alternative would have been to have some larger group discussion of group 'interview' but this option was rejected on two grounds. One was that I felt differences of status among the informants in this hierarchical organisation would have a detrimental effect on the kinds of information they would have been willing to share. I was also somewhat diffident about my own skills (at that time) in running group discussions without turning them into seminar groups.

I went over with each pair of interviewees — the perhaps more accurately described 'tame conversationalists' — the purpose of the project, reiterating the brief which had been distributed in writing to all participants in the project. I then sat back and listened, with a tape recorder switched on.

This was one of the few opportunities that these staff had of meeting to share experiences. The pace and nature of work meant that they had no regular pattern of attendance in the same building and therefore were unlikely to meet colleagues on a regular, informal basis. The discussions provided the framework for subsequent workshops and the participants were very positive about the 'interview' exchange — after the event.

From my point of view, the topics and the language were selected by the participants. Anxious to know about others' experiences and to air their own difficulties and anxieties, there was little need for me as an outsider to intervene. Consequently it was their frame of reference and their language which determined the discourse. My role was that of a structured eavesdropper. The structure was twofold: I defined the overall area for discussion, but not individual topics; I then selected items from the conversation to fit the structure of my inquiry. We hear what we want to hear; *structured eavesdropping* makes the framework explicit.

Structured eavesdropping might therefore be used in a variety of situations but would not be suitable for others. For example, the least successful conversation seemed to be between two people who worked in close proximity and had already been able to have substantial discussions. The most successful were where staff while knowing their colleagues, do not work closely with them although they are engaged on similar tasks.

As a technique structured eavesdropping may be limited to the following:

- participants must have a common experience
- that experience is the focus of the conversation
- the conversation should involve genuine exchange of knowledge, opinion, questioning, suggestions for change
- the participants should understand, or at least be in sympathy with, the aims of the project
- the conversationalists should not work in such close proximity that they regularly exchange information and ideas on the area under discussion
- there should only be as many people included in the conversation as would allow each person to contribute easily
- the eavesdropper should take a minimal role — possibly even sitting outside or to one side of the conversation group.

Appendix 3.6

List of topics used in structured eavesdropping

In the structured eavesdropping sessions, teachers were asked to focus on:

- How controversial issues such as drinking and driving can best be dealt with in schools?
- What priority you put on this issue compared with other issues important for young people of this age?
- How useful are theatre tours compared with other ways of helping pupils to improve their knowledge and understanding of the issues concerned with drinking and driving?

This would illuminate:

- The best way of dealing with complicated social issues.
- What priority teachers put on teaching about drinking and driving.
- The usefulness of incorporating an outside group, such as the theatre.

Areas covered were:

- Status of such subjects in the curriculum – formal, limited to PSD time; cross curricular opportunities/requirements.
- Appropriateness of issue and material for different groups of pupils; age, gender, ability differences.
- Disadvantages of using outside presentations by RSO or theatre company, some of these might be logistical, others more to do with the curriculum. Are such events seen as interruptions to the ongoing work of the school or as opportunities to enhance other work?
- If the school had to pay for the theatre group, would that change your attitude?

Appendix 3.7

Questions used by interviewers in the post and longer term interviews

Post presentation

The post presentation interviews aimed to gauge the presenters reaction to a particular presentation in the light of how successful the presenter perceived it to be.

In the post presentation interviews the presenters were asked (a) how they thought the presentation had gone and (b) if they had any additional comments about the presentation.

Longer term

The aim of the longer term interviews, was to investigate how the presentations had been incorporated into teaching (if at all), and to seek teachers views on the process.

The following questions were asked of teachers in the longer term interviews:

- Since the presentations, have drinking and driving issues have been covered by any members of staff?
- How would the decision be made to teach drinking and driving issues in school?
- Do you feel that there are any difficulties involved in teaching drinking and driving issues within school?
- If you were designing the ideal drinking and driving programme within school, what are the major elements you would incorporate?

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